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ABSTRACT

This report is a compendium of IMPACT II profiles describing innovative curricula developed by elementary school and secondary school teachers in the Akron, Canton, Cleveland, Columbus, Dayton, Toledo, and Youngstown school districts in Ohio. IMPACT II is a program for professional development of teachers that assists educational reform by providing innovative teacher-developed curriculum ideas, teacher-to-teacher networks, professional development, teacher recognition, and discretionary funds for teachers. IMPACT II recognizes teachers for creativity in curriculum and instruction, and enables them to share professionally with each other and to serve as teacher leaders. IMPACT II disseminators are teachers who have developed exemplary curriculum ideas; adapters are teachers who adapt curricula. The profiles describe 150 innovative programs. Each profile presents new ways of thinking about teaching and alternative methods of engaging students in learning. Teacher-developed curriculum ideas are provided for the elementary school and secondary school levels in the following areas: (1) art/health/home economics; (2) foreign language; (3) language arts; (4) mathematics; (5) science; (6) social studies; and (7) special education. An index of disseminators, by district, is provided. (RLC)

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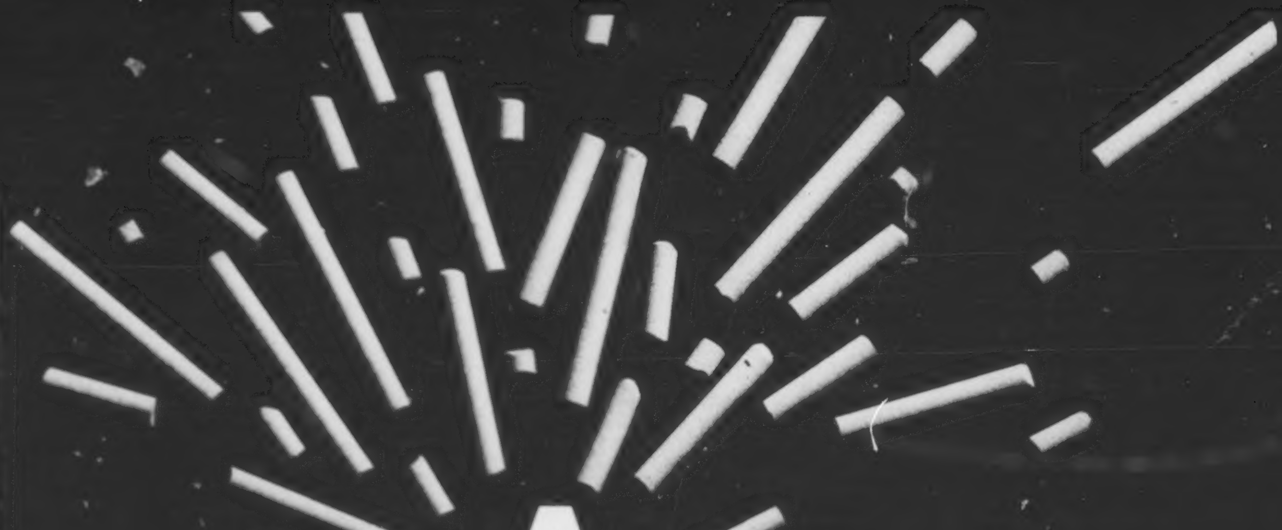

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FOREWORD

This publication is a compendium of profiles describing innovative curricula developed by elementary and secondary teachers in the Akron, Canton, Cleveland, Columbus, Dayton, Toledo, and Youngstown City School Districts. The purpose of each profile is to present new ways of thinking about teaching and to consider alternative methods of engaging students in learning. Teachers will benefit from sharing ideas with other teachers and from discussing and implementing ideas across disciplines. It is hoped that the publication will serve as a catalyst for teachers working together to strengthen and improve teaching and learning in Ohio.

I would like to express my sincere appreciation to the Ohio Bell and the Ameritech Foundations for their role and contribution to the improvement of our schools and classrooms. Meaningful partnerships between business and education can build the capacity for school improvement. This educational partnership offers an example of how a shared vision supports teachers and ensures the continued growth of teachers and the teaching profession.

Ted Sanders

Ted Sanders
Superintendent of
Public Instruction

Preface

IMPACT II presents a framework for the professional development of teachers. It targets the key variable in the education equation – the classroom teacher. The program recognizes and rewards creative teachers for the development of innovative curricula. IMPACT II provides a model for improving instruction in the classroom. It improves instruction through teacher-to-teacher exchanges by which teachers learn from one another.

The Ohio Bell and the Ameritech Foundations, with a commitment to supporting public education, have joined the Ohio Department of Education to implement IMPACT II in the Akron, Canton, Cleveland, Columbus, Dayton, Toledo, and Youngstown City School Districts. Each participating district has assigned a local site-coordinator to provide local leadership to program activities and to create a school climate that will enhance this educational experience for teachers.

IMPACT II provides teachers with grant money for the dissemination of effective classroom-based programs, builds a teacher-to-teacher network, and supports teachers in their continuing professional development. IMPACT II awards Disseminator Grants to elementary and secondary teachers who have developed innovative and successful classroom-based programs. Adaptor Grants are given to teachers who modify a Disseminator's program to meet their own instructional needs.

Through the IMPACT II Program, 171 teachers have been awarded a Disseminator Grant. This publication is a collection of profiles describing these 150 innovative programs. The winners were selected by a review committee of teachers from the participating school districts. The committee, appointed by the State Superintendent of Public Instruction, evaluated the applications on creativity, materials used, and the adaptability of the program to other classrooms.

Teachers are encouraged to use these ideas and adapt them to their individual needs. Additional information is available from the teacher whose name appears on the program profile. Teachers who formally wish to adapt a program profiled in this publication are encouraged to apply for an Adaptor Grant. These grants are awarded to teachers who creatively modify an IMPACT II Program to their classroom situation. Teachers interested in applying for an Adaptor Grant must contact their local site-coordinator for further information.

It is hoped that this publication will provide a means by which teachers can expand their vision of what teaching can be through collaboration and sharing with other teachers.

Acknowledgments

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ART/HEALTH/ HOME ECONOMICS

ART

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Drawing on the Apple IIe	Sandra Woodward	[illegible]
Meet Mozart	Denise G. Blank	[illegible]
INTERMEDIATE LEVEL		
Color Theory & Its Application to Design	Adele E. Lemmons	[illegible]
Introduction to Jazz	Kathleen Mead	[illegible]
Multicultural Arts Integration Project	Robert A. Carpenter	[illegible]
SECONDARY LEVEL		
Reaching Across Generations	Freddie Aviles	[illegible]
Equivalency — A Cross-Curricular Approach to Creative Writing and Photography	Ed Ebersold	[illegible]
ADDITIONAL RESOURCES		
Geometry of the Arts	Philip E. Becker	[illegible]

HEALTH

TITLE OF PROGRAM	NAME	PAGE NUMBER
ELEMENTARY LEVEL		
The Affect of Drugs and Alcohol on Our Senses	Rose Marie Baker	[illegible]
The Healthy Happy Heart Restaurant and Health Store	Marilyn Parke	[illegible]
Munch! Crunch! Gobble! Slurp!	Shirley Crane	[illegible]
A Unit on Self Esteem	Jean E. Schrader	[illegible]
INTERMEDIATE LEVEL		
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Healthy Bodies = Healthy Choices = Healthy Me	Mary S. Beck	[illegible]
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TITLE OF PROGRAM	NAME	PAGE NUMBER
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AA ARTS MULTI-MEDIA LAB

Janet S. Ball & Sandra J. Spees

Valerie Elementary School

Dayton City School District

Elementary
LEVEL

THE PROGRAM

AA Arts Multi-Media Lab contains computers, VCR, television camera, tape recorders, CD, laser disk players, and other peripherals which enable students to create in areas of music, visual art, and literature, or in any combination of these arts.

Students are selected on the basis of their interests and talents in the arts. AA Arts stands for Academic Achievement Through the Arts, and it is through experiences and integrated studies in the AA Arts lab that students have opportunities to raise their academic achievement.

Students create computerized graphics and music, video documentaries, and TV and radio shows, and write and publish a newspaper. Students create and produce all pre-taped and sound-dubbed graphics for the weekly student-produced television show, "Valerie Live at 9:05" which airs live each Thursday morning at school and on tape twice weekly on the public access channel for parents and community residents. AA Arts students produce the menu, birthdays, opening and closing credits, and any special features for the show.

In addition to the work produced for the weekly TV show, students have created synthesized musical compositions and compiled slide show presentations of drawings generated with computer software. Some students work with the video overlay card to produce a combination of live-action tape and graphics.

Reporters for the student newspaper use desktop publishing techniques and a scanner interfaced to the computer to publish the school newspaper. Student reporters and photographers who take pictures of school events can edit through word-processing programs. Photos can also be developed and scanned for use in the school newspaper with the word-processing programs.

THE STUDENTS

This program strives to offer "hands-on" activities for students so they can use the skills learned in the classroom. Participants show a high degree of enthusiasm and interest in the activities.

MATERIALS NEEDED

The lab has the following equipment: 16 IIGS, 1 IIe, and 2 MacIntosh computers, and such peripherals as scanner, CD and laser disk players, 1 Yamaha music keyboard, TV, cameras, and VCR.

CREATIVE VALUE

Developers Ball and Spees observed, "The arts provide a natural base for exploration and development. They allow children to expand their frame of reference by discovering possibilities for expression and skill development.

"The purpose of AA Arts is to stimulate and nurture creativity in students in positive and constructive ways. It gives students specific avenues toward greater development of creativity. Students brainstorm ideas together and develop these ideas into plans for production. Students divide jobs to start work using various media. There are many instances where a student who has had an experience with one type of equipment or software will help another student get started with a new project. After the initial planning session, the teacher can move from individual to small-group instructing and make suggestions."

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DRAWING ON THE APPLE IIE

Sandra Woodyard

Liberty Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM

Drawing on the Apple IIe is an experience of creativity. The first session must be a practice time for the student to become familiar with the mouse and the many options of the program. The second session includes some brainstorming of ideas of what kind of picture might be produced. The children use colors and patterns to create imaginative and beautiful pictures, many of which deal with sports. The children need to spend long periods of time experimenting with the mouse to develop their eye-hand coordination. This requires moving something with their hand on the tabletop and seeing what is produced on a screen in front of them. Their pictures are printed in color, matted, and displayed within the school building and in the local bank as well as at the local art festival. The pictures are also printed using a four-color heat transfer ribbon and printed on T-shirts donated by a local department store. The school name and the student's name are also printed on the shirt.

An example of a classroom activity is as follows: The children may be shown the many and various aspects of a program, *Dazzle Draw*. The children are shown how to use the paint brush, flood fill, shapes, lines, spray paint, zoom, and mirrors which do various kinds of functions. The undo option and the use of patterns within shapes are demonstrated for the children. As the children draw, suggestions can be given as to which options might best give them the texture, shape, or effect that they want to use. Drawings are saved to the disk so that the children can work on the same picture for several sessions until it is perfected to their satisfaction. Printing the pictures allows the students to become aware of the difference between the colors shown with light on the screen and the colors shown with ink on paper. You may want to give each student a personal copy of the picture he or she has drawn as well as the T-shirt with the picture.

THE STUDENTS

This program is extremely valuable to the students because their self-confidence and self-esteem improve as they realize that they are learning to do things that others never had a chance to learn. They learn about using the mouse and other ways to create pictures from the computer. Children are given an opportunity to do creative work on computers – something many other children never have been given the chance to do.

MATERIALS NEEDED

The computer program *Dazzle Draw* by Broderbund; the Apple IIe with an ImageWriter printer with a four-color ribbon, plain or heat-transfer; *Print Shop* by Broderbund for names.

CREATIVE VALUE

Developer Woodyard observes, "This program is creative because it takes the student into the 21st century with 21st century tools. The children get an idea of how the computer can and will be used in the future. The students use their own creativity to do some very creative work on the computer."

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MEET MOZART

Denise G. Blank

Devonshire Project
Adventure Alternative
Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM

Meet Mozart is a multidisciplinary unit which combines music appreciation, language arts, social studies, and reading. It can easily be adapted for grades 2-6. It includes the following goals: (1) Recognizing musical compositions by Mozart (through tapes, video, and live concerts), (2) Understanding basic musical forms (concerto, overture, opera, symphony, sonata), (3) Identifying musical instruments by sight and sound, (4) Learning information about Mozart's life as well as history of the time when he lived, (5) Appreciating and valuing classical (art) music, especially the music of Mozart.

A key component of this program is a teacher-created "Mozart Music Listening Center" which can be easily set up within any regular classroom using tape player, headphones, several Mozart tapes, pictures of musical instruments, a small bookcase with about 20-30 Mozart biographies and several illustrated books about musical instruments, and one "comfortable music listening chair."

Another important element of this Mozart unit is the tape "Mozart – His Story and His Music" from the *Music Master Series* which is to be played for the whole class and is also to be available for "private listening" in the music listening center. The "Mozart Bicentennial Birthday Serenade," which is a three-hour long program performed by the New York Philharmonic at Lincoln Center, is another significant listening and visual component of this unit.

Students are involved in four main types of activities: listening, writing, communicating orally, and evaluating.

The students should be given the opportunity to listen to Mozart on a daily or at least weekly basis. One suggestion is to set aside a specific listening time each day for about 15 minutes. Another idea is to designate one day each week as "Mozart Day" and set aside 30-60 minutes to listen as a group to one, two, or three compositions as time will allow.

One activity used to introduce the Mozart unit was a combination of listening to a tape and taking notes. A step-by-step lesson plan follows:

Play the first ten minutes of the tape "Mozart – His Story and His Music." Provide each student with several lined index cards for note-taking. Instruct students to take notes on the material, and to record only the most important information. After the tape is played, have students "share" their notes. Review the main ideas on the blackboard.

Using an over-sized "note" pattern, students will now cut out giant notes from colorful construction paper. Next, they will paste their own class notes on the large colored notes. The teacher should then laminate all the over-sized notes. Hang the big notes on a clothesline suspended from the ceiling – fill your room with music!

THE STUDENTS

Mozart is considered by many music critics to be the best composer in the history of western music. Realizing the importance of music to mankind, it is very important to give students the opportunity to listen and respond to great classical music. By exposing young children to classical music, teachers will be able to stimulate aesthetic appreciation of this great art form. Creating a musically sensitive atmosphere in the classroom enhances the students' overall appreciation for art in our daily lives.

MATERIALS NEEDED

"Mozart – His Story and His Music" from the Music Master Series. (Written by Marianna Kuranda and Directed by Ward Botsford)

The Mozart Bicentennial Birthday Serenade. Video of live performance by the New York Philharmonic and Julliard Orchestra at Lincoln Center, January 27, 1991.

CREATIVE VALUE

Developer Blank observes, "This program utilizes a multimedia approach. Visual, aural, and kinesthetic components are all included in the study of Mozart. Students have the opportunity to see, hear, and respond to some of the best music ever composed in the history of mankind.

"The classroom is transformed into a wonderful concert hall! Music surrounds the students. Students can pace themselves accordingly in the listening center.

"This program also allows for individual differences. Learning disabled students are not confined to one mode of learning (such as writing) but are able to learn through another channel (aural) or vice versa. Students who have reading difficulties can relax with the listening center and enjoy learning about Mozart."

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COLOR THEORY AND ITS APPLICATION TO DESIGN

Adele J. Economus

Volney Rogers
Junior High School

Youngstown City School District

Intermediate
LEVEL

THE PROGRAM

Color Theory and Its Application to Design begins with a lecture presentation of varieties of terms applicable to color. Terms are displayed on a large sheet for correct spelling and order of lecture. A color wheel is explained and drawn on the board for students to observe. Twelve colors are explained and definitions are detailed.

The following day, a test is given to evaluate student retention of color theory. A blank ditto on the color wheel is also included for testing.

"The Art of Seeing" movie series is shown. It introduces color and light. Study sheets are provided for students for discussion and retention. These also keep students attentive to the value of the films. A class assignment is given to students to design a twelve (12)-part or twelve-point arrangement. This is made in pencil on a piece of 12" x 12" white paper. Students are given the three primary color tempera paints (red, yellow, and blue). These are painted in the three design shapes of student choice. The remaining nine colors are all mixed by students themselves with teacher instruction. They are then painted into the remaining nine design shapes. They mix and paint orange, red-orange, yellow-orange, green, etc. "Warm" and "cool" colors become familiar. Projects are all displayed on bulletin boards and walls.

Another project is given to students which involves an enlarged drawing of a flower, tennis shoe, and mechanical or musical instrument. Once drawn, students must make a choice of color schemes for their painting. They can use monochromatic, adjacent, or complementary colors; tints; shades; and mixtures within each scheme. Large 18" x 20" white oak tag paper is used for this project. Tempera paint is again the medium.

An alternate project is a watercolor experiment. Students divide a watercolor paper in half and paint each half in opposite (complementary) colors. All varieties of each color can be used. The colored paper is then torn into strips which are folded, bent, looped, creased, etc., and then glued onto a white or colored tagboard. A dimensional, colorful relief sculpture results.

A geometric design project also enriches and enhances the color and design unit. Using compasses and rulers, students create a totally geometric design on 9" x 14 1/2" office-type paper. Students receive back two exact copies. They choose six colored pencils or fine-tip markers. One design is colored. The second sheet is colored with the same colors but placement must be entirely different. The design will change because of the varied color placement.

For about three days, a presentation is made of the movie "Lust for Life," which depicts the life of Vincent Van Gogh. Students must write a summary of the movie or a two-page report on Van Gogh's life.

A reading and crossword puzzle on Van Gogh are used as reinforcement. These last two projects promote art history and a zest for painting.

A final painting project which incorporates color and design is assigned. Students create an original SWATCH Watch. A choice can be made by the student at this time for an individual design and color scheme which provides for an appropriate conclusion to this unit.

THE STUDENTS

The movies, readings, and projects are all enjoyable and informative to the student. The students have shown interest and do satisfactory to excellent work on all projects.

Learning the academic as well as the practical application of this color unit gives the students an important foundation to build on for their future art courses. There is also a practical application to their future color choices for useful home and personal decisions.

MATERIALS NEEDED

Color terms list; poster of color wheel and color scheme; test on color; movie, "The Art of Seeing-Introduction, Color, Light"; study sheets; samples of previous artwork; movie, "Lust for Life"; *Great Artists, Activity Reader* by E. Richard Churchill and Linda R. Churchill; paper; oak tag paper; tempera paint; watercolor paint; colored pencils; and glue.

CREATIVE VALUE

Developer Economus observes, "The ideas and lessons can be based on individual originality. Theory as well as research, entertainment, and academic information are all employed in this unit. There are many varieties of media used in this unit which lend themselves to individual student creativity and achievement."

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INTRODUCTION TO JAZZ

Kathleen Mecak

Volney Rogers Junior High School

Youngstown City School District

Intermediate
LEVEL

THE PROGRAM

Introduction to Jazz uses lectures, videos, class interaction, and practical demonstrations on the piano to teach the styles of opera, Broadway, classical, and jazz music, thus expanding the students' musical awareness.

Since jazz has an American genesis, its beginnings can be traced from the black spiritual to the styles of the blues, ragtime, swing, bebop, cool jazz, progressive jazz, and the jazz fusion. Take the students through the early jazz of New Orleans to the big band sounds of the 40's, the bebop of Charlie Parker and Dizzy Gillespie, the cool jazz of the 50's, the progressive jazz of Dave Brubeck in the 60's, and abstract jazz of the 70's to the jazz fusion of today.

A more detailed introduction to jazz is as follows. Begin with a jazz piece that students already love - - a *Peanuts* video, "It's the Great Pumpkin, Charlie Brown." The students are to pay special attention to the music and identify it as a jazz style. The procedure is a deductive method of teaching, whereby students derive answers to the question, "What makes the *Peanuts* music sound like jazz?" The students base their conclusions on their knowledge of the musical elements and the music played for them on the piano. Hearing this music allows them to form their own concepts of jazz.

Play the song "Happy Birthday" in its standard, original form and request that the class concentrate on each element. Have the students review the sound of the melody, rhythm, and harmony. Next, play the same song again, but this time add jazz harmonies and a swing rhythm and ask the class what elements have changed. An example of a swing version:

The students are to deduce that there are jazz harmonies and syncopated rhythms that make the song jazzy. Again play the same song, but this time improvise upon it and ask the class what has been done to the melody. An example of an improvised version:

For learning reinforcement, the students are assigned to read the article, "Happy Anniversary, Charlie Brown" (*Music Alive*, October, 1990) to acquaint them with the composer and the famous jazz artists who released the album. The class listens to the Lucy and Linus theme from the album as played by jazz pianist, David Benoit. Next the class reads "Amani A. W. Murray" (*Music Alive*, October, 1990), the story of a fourteen-year-old jazz pianist with whom the students can relate because of age similarities. For further learning reinforcement, play the same version of the Charlie Brown theme from the album mentioned.

THE STUDENTS

All students should know there is an area of American music known as jazz, music that enriches and enhances their musical taste. Through a knowledge of jazz, students will add a new musical dimension.

Every child benefits historically and aesthetically by learning about this art form. This is also one way to teach Afro-American culture in your music classes.

MATERIALS NEEDED

"It's the Great Pumpkin, Charlie Brown," Video
Jazz Piano, History and Development by Billy Taylor
Music Alive, periodical, October, 1990
Records of jazz and piano skills

CREATIVE VALUE

Developer Mecak observes, "This lesson is structured, but open, so that the students can explore what they learn in order to arrive at a concept or conclusion on their own. They are able to deduce the answer themselves and thus it becomes a part of them. This process can lead to avenues of creative expressions of their own, whether it be musically as an active participant or aesthetically as a listener. It sets the children free to integrate what they learn and allows them to discover something new."

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MULTIMEDIA ARTS INTEGRATION PROJECT

Robert A. Carpenter

Crestview Middle School

Columbus City School District

Intermediate LEVEL

THE PROGRAM

Multimedia Arts Integration provides an opportunity for students to have a personalized creative experience. The vehicle for this experience is a multimedia production. Students in three grade levels were presented the concept and offered the opportunity to participate. Students chose to participate either individually or in small groups. Other teachers served as mentors and assisted students in developing the individual components of the project. This project lasted for nine weeks.

The students are shown an example which contains text, visuals, and music. Students are asked to locate a poem which had a meaning or significance for them. Encourage them to consider the possibility of writing their own poetry. After selecting their poem, they are to design a set or background which relates to the topic of their poem. After they design this background, have them build their set. A videotape is played, and the students use a computer and synthesizer to create a musical background which reflects their overall theme. The students may choose a variety of topics for their poems.

THE STUDENTS

This project used a variety of media and students who had different strengths and abilities. Students made use of higher-order thinking skills of problem-solving, evaluation, and synthesis.

MATERIALS NEEDED

Poetry from a variety of library and personal sources, computer software, computer hardware, music synthesizers, mixers, and recorders.

CREATIVE VALUE

Developer Carpenter observes, "This lesson is creative because it provides an opportunity for a group of diverse multicultural students to have an individualized creative experience. It takes advantage of skill and expertise as well as providing an opportunity to grow and learn new skills. It demonstrates an integration of language arts, fine art, music, and technology."

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REACHING ACROSS GENERATIONS

FredLee Votaw

McKinley Senior High School

Canton City School District

Secondary
LEVEL

THE PROGRAM

Reaching Across Generations is a discipline-based art education (DBAE) intergenerational art program. An intergenerational art program provides assistance to art teachers, and it can significantly benefit participants - - both young and old. Volunteers are brought into the art room to share skills and experiences with students. While providing much needed help, they fill a personal gap left because of the demise of the extended family. Retired photographers, woodworkers, designers, and others offer valuable insights to young artists in the DBAE area of art production.

Since many older volunteers have traveled extensively, they offer insightful personal observations as guest lecturers in art history. A person who "lived" through a period, such as the Great Depression or World War II, greatly enriches a lesson on the arts of that period. Volunteers bring into the "art criticism arena" subjective and objective views shaped by years of reflection. For example, Art Deco may not be a style of art embraced by today's youth, but discussing the movement with an elderly volunteer enlightens our students concerning its popularity during an earlier time.

Development of our intergenerational art program was complicated since teachers were working with different age groups and needed to consider all potential opportunities. These developmental steps for success were followed: needs assessment, recruitment, orientation and training, implementation, recognition, and evaluation.

The program is ideal for both young and old to give and receive. Within our society, the generations require a constant exchange of knowledge and caring. Over the years, individuals are on both the receiving and giving end of these transfers. This art program is an important expression of this interdependence.

An example of an art room activity is as follows: A local retired architect presented an entire unit on arches, with the emphasis being, "Why were McDonald's arches considered ugly a decade ago in contrast to today's widespread use of the arch in malls and galleries?" The architect was aided in preparing the unit by other retired volunteers who organized slide presentations, media center resource lists, and audio-visual equipment. One volunteer even developed a walking tour of arches for the students.

THE STUDENTS

The program offers all the wonderful mentorship opportunities plus a chance to reach across generations. The decline of the nuclear family and the virtual disappearance of the extended family have made it difficult for many students to benefit from the wisdom and the caring of an older generation. The older volunteers' value comes from their extra-special perspective that includes extra hands and extra hearts. These are things that some students need!

MATERIALS NEEDED

Office supplies and monies for magazine subscriptions, slides, software, stamps, long-distance phone call expense.

CREATIVE VALUE

Developer Votaw observes, "The art teacher and total art department benefit from this coordinated volunteer program. Mentors and resource people share daily with students. DBAE is integrated, easier, faster, and better than 'going it alone.' The program teaches the students to view the world as a global village, developing the concept of interdependence not only among cultures and countries but also among generations. This helps students give up stereotypes about the elderly. The volunteers benefit, too. Positive attitudes, sharing, feeling needed, and social contact are but a few creative rewards of this program."

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EQUIVALENCY: A CROSS-CURRICULAR APPROACH TO CREATIVE WRITING AND PHOTOGRAPHY

Ed Elberfeld

Fort Hayes Metropolitan Education Center

Columbus City School District

Secondary
LEVEL

THE PROGRAM

Equivalency: A Cross-Curricular Approach to Creative Writing and Photography is an approach to having the advanced writing class and the advanced photography class collaborate to create photographs based on other students' writing and photographs. It is an effort in collaborative learning to have a student's creativity prompted by the creativity of a fellow student. It is also an effort to have students explore the similarities and differences in visual and written communication as well as explore the interaction of visual and written work.

Additionally, in order to fully understand what their colleague is "saying," the students need to develop tools for critical analysis of written and visual communications. Also, peer pressure is brought to bear as students feel the need to produce well thought-out and well-crafted work for their fellow students.

Students in the photography class are given individual written works from the students in the writing class. After some analysis the photography students create a visual equivalency of the written work. Not just a simple illustration is expected of the student's written work, but rather a visual exploration of some aspect of the work which could serve as a reaction or visual equivalent. After the photographs are produced, the classes are brought together. The photographers discuss their analysis with their fellow students. The discussion back and forth should be about message, meaning, feeling, and the ways that photography and written compositions work or fail to work.

Next, the writers are given student photographs as prompts for writing, and the process reverses itself as the writers produce verbal equivalents of the visual imagery, followed by the same kind of lively discussion and analysis when the written works are shared.

Finally, the photographers and writers are paired and asked to produce a new collaborative work on a theme which they choose and present as a unified body.

THE STUDENTS

This program gives students a chance to work with teachers and classmates who have a different expertise. It gives a student a chance to share in a deep and meaningful way the products of this creative effort. Additionally, the sum of efforts is greater than the whole of the parts, and students (and teachers) find that there are no barriers to enhancing unique, collaborative works.

MATERIALS NEEDED

Cameras, darkroom, classroom, English and photography students

CREATIVE VALUE

Developer Elberfeld observes, "Two very dissimilar classes are combined in this program. Both writing students and photography students have to think about their work in new and creative ways. Additionally, both groups of students need to think more deeply about what it is that they are trying to say with their work as the program becomes a kind of foreign language. The classes are expected to think about translating from the visual to the verbal or the verbal to the visual world. Also, students are able to produce some of their best work for and with their peers."

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THE AFFECT OF DRUGS AND ALCOHOL ON OUR SENSES

Rose Marie Baker

Williamson Elementary School

Youngstown City School District

Elementary
LEVEL

THE PROGRAM

The Affect of Drugs and Alcohol on Our Senses introduces the five senses. The students are introduced to a simplistic development of how the senses work. Each sense is developed further through experiments and hands-on projects.

Experiments are also conducted to show what drugs and alcohol can do to the brain as well as how drugs and alcohol can cause birth defects when an expectant mother uses drugs or alcohol.

The introductory book is *The Five Senses* by Keith Brandt.

- Sense of taste experiments: The child will taste salted and unsalted popcorn and decide which is salted; the child will taste apple juice and apple vinegar and identify sweet and sour; the child will sample crackers with hot and mild cheese spreads and identify the hot one.
- Sense of touch experiments: The child will feel an object and without looking at the object, try to identify it. Then the child will play the game "Who Is It?" Blindfolded, he or she will try to guess the identity of a classmate by touching that person from the neck on up. Finally, examples of hard and soft, rough and smooth, and hot and cold are passed around and discussed.
- Sense of hearing experiments: The children will observe five glasses filled with colored water to different levels, then with a drumstick, the teacher will tap each glass and ask the students if they hear the different pitch levels. A discussion of sounds should follow. Make kazoos from paper tubes.
- Sense of sight experiments: The students will have the opportunity to look through a microscope, magnifying table, and binoculars. The children will learn how special glasses can make things appear closer or make small things appear larger. They can then make play binoculars from plastic cups.
- Sense of smell experiments: Children will paint baby food jars with tempera paint. Then the teacher will put holes in the lids and place cottonballs with different scents on each. Seal the lids. The child will smell the scents through the holes and try to guess the scents.

After the experiments on each sense, the children will cut out pictures of the senses from magazines. The pictures can be discussed and mounted on posterboard to represent that particular sense.

In conclusion, some experiements will be done to show how the senses might interpret things if affected.

Experiment – Sense of taste with noses pinched and eyes blindfolded, students should taste an apple and an onion. They can't tell the difference.

Experiment – Sense of touch: Try to do a task with gloves on and blindfolded.

Experiment – Sense of hearing: Play a record on a record player at the wrong speed.

Experiment – Sense of sight: Look through concave and convex lenses.

Lastly, the teacher introduces how babies can be harmed before they are born if the mother takes drugs or drinks alcohol. Many times their senses are affected through deformities. Information is provided by the pamphlet *Fetal Alcohol Effects*, which is published by Channing L. Bete Co., South Deerfield, MA.

THE STUDENTS

The students learn that they have a responsibility to take care of their senses. They also learn that they have control over their senses if they don't use drugs and alcohol.

MATERIALS NEEDED

Book – *Five Senses* by Keith Brandt
Paper tubes, wax paper, rubber bands
Salted and unsalted popcorn, yarn, jars, cotton balls, liquid scents
Apple juice, apple vinegar, cups, paint, magazines, posterboard, glue
Hot & mild cheese, crackers, scissors, onion, apple, gloves, lenses
Socks, little objects, cellophane, plastic colored cups
Blindfolds, binoculars, tape, record player
Clear glasses, colored water

CREATIVE VALUE

Developer Baker observes, "Most students come already knowing that they possess unique abilities to see, smell, taste, touch, and hear. However, they do not know how the senses and the brain are related. They also do not know the difference between normal and altered sense perception. This particular culmination of experiments is a lot of fun for the students."

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THE HEALTHY HAPPY HEART RESTAURANT AND HEALTH STORE

Marilyn Parks

Harris Elementary School

Akron City School District

Elementary
LEVEL

THE PROGRAM

The Healthy Happy Heart Restaurant and Health Store is a project that helps children begin making wise choices at an early age so the GOOD choice will become the habit as the child continues through life. This wellness program will help students acquire a knowledge foundation of the basic food groups so they will be able to make heart-healthy food choices. The students will practice healthy habits by making wise choices in developing a habit of regular physical exercise and rest, remaining a nonsmoker, gaining developmental decision-making skills to use in making future career choices, developing positive health habits leading to a quality of life or wellness life-style, expanding the play experience to experiment with real food, and understanding the preparation and work it takes to run a restaurant and store.

To achieve these objectives, the children are first taught complete units on dental health, diet and nutrition, heart health, and related careers. To reinforce the health content and provide a realistic setting for the children to utilize these new skills, the children put together the Healthy Happy Heart Restaurant and Health Store. The children bring in food pictures, which are divided into food groups, depicting the kinds of food one can find in a restaurant. Then the children are assigned to the various roles found in a restaurant, such as cook, waiter, waitress, cashier, host, hostess, dishwasher, and customer. These provide interaction among the children as they role play. This same assignment was done with the health store. The children shop, eat, visit, and learn about money, cleanliness, proper ways to treat customers, and all related areas in managing these businesses. The children also learn about medical emergencies from a policeman, fireman, and Red Cross worker, and are equipped with medical emergency kits. These learning stations are very effective and give each child a sense of importance.

The wall of the restaurant is a 4 x 4 display made by the children. It describes how to keep your heart healthy: EXERCISE; DON'T SMOKE; GET REST; EAT HEALTHY FOODS. The restaurant itself is made up of sink, stove, refrigerator, cupboard, restaurant front, table, and chairs. The store is a folding puppet theater with a cabinet that holds supplies. Shopping carts, etc., are all a vital part of the setup.

In preparation for opening the store you could visit a market within your neighborhood. This provides an opportunity to teach economic education. The children will have a base for future decisions and an awareness of prices, quality, and the value of money. They learn about related careers and the importance of being a wise shopper.

THE STUDENTS

This project helps children acquire a foundation and the beginning of a quality wellness life-style, one that would alter their future health destiny. This is not the only answer or the only way to help our children fight the fast-food world, become wise decision makers, and begin to take responsibility for their own hearts and health habits. However, it is one that works and is easily incorporated into the present curriculum.

MATERIALS NEEDED

Heart Treasure Chest, Dairy Council Food Early Choices Kit, Cancer Society materials, and other related health agency materials. Variety of books, many related copymaster books, food models, Disney exercise tapes, and many educational hands-on materials such as play money, medical kits, kitchen equipment, dishes, cash register, shopping carts, etc. Play equipment (stove, sink, table, chairs, store front, shelving, etc.), crock pots, mixer, blender, hot plate, dishes, plasticware, etc., used for real food experiences.

CREATIVE VALUE

Developer Parks observes, "This project, inspired by a desire to help children feel good about themselves, values others and meets the desire and confidence necessary to meet the challenges in a heart-healthy way. The classroom becomes a complete learning center using all the material for the benefit of the children's health. It is a successful and fun way to pull the kindergarten (early childhood) curriculum together in a hands-on developmentally appropriate manner, making learning memorable for children. It is the foundation of wellness and exposes children to community resources which gives the community a chance to enter the children's lives."

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MUNCH! CRUNCH! GOBBLE! SLURP!

Shirley Custer

Fairlawn Elementary School

Akron City School District

Elementary **LEVEL**

THE PROGRAM

Munch! Crunch! Gobble! Slurp! is a planned integrated unit teaching young children about nutrition. The subject is taught using a variety of books to reinforce reading, mathematics, and all other subject areas. Community involvement is also included.

The students will learn to make wise food choices for snacks, when eating at restaurants, and when packing their lunch for school. They will understand the food choices they make today could affect their entire life.

Whole-child learning techniques are applied when reading the books, and many big books are included. Children are not divided into reading groups, but are given many opportunities to make choices throughout the unit, using cooperative learning techniques.

The subject is culminated in some of the following ways:

1. A trip to the grocery store is planned. Tour a store to find out about the various careers that are available. While there, buy food by following a menu that was written before going to the store. Unit pricing and money available are discussed and carefully planned.
2. A menu is planned, and food is brought in and cooked at school. Parent involvement is necessary. Math and writing of menus are included, and special invitations are sent by the children.
3. When possible, the children could be taken by bus or cars to the University of Akron for a field trip. While there, view the facilities, eat in the student union.
4. The children write and perform a play on nutrition for their parents. Songs, poems, and stories that the students have read are an integral part of this performance.

The Doorbell Rang is just one of the food books chosen for this unit. After reading *The Doorbell Rang*, the children discuss feelings of the children in the story. Then count the cookies and graph the students' favorite cookies. Cookies are brought in for pricing. The nutritional value in relation to other snacks is discussed. Cookies can also be made in the classroom to help the children with measurement skills. In the story, the grandmother makes cookies better than anyone. This provides the children an opportunity to write about something they can do better than anyone and about someone they know who does something better than anyone else.

This story is followed by *If You Give A Mouse A Cookie*. This is a circular story and provides further opportunity for rewriting stories, such as *If You Give A Baby A Magic Marker*, and can also be used for math and art. Other circular stories are read so the children can compare the writing style with others they have learned. The author of *The Doorbell Rang* also wrote *Don't Forget The Bacon*. This story further provides for writing opportunities and nutritional discussions.

THE STUDENTS

This program is an integrated unit of all areas of the curriculum. Good nutrition is a lifelong skill. Students learn better ways to pack their lunches and exercise regularly. This improves their quality of life forever.

MATERIALS NEEDED

Big books, trade books, and manipulative math materials.

CREATIVE VALUE

Developer Custer observes, "This unit provides a hands-on activity using the teacher as a facilitator of information. The children will work in cooperative groups using problem-solving skills. It also can be taught as a major component of the curriculum and not as an isolated subject. The teacher does not have to worry about not covering his/her subject material because all areas of the curriculum are taught or reinforced. It also provides for community and parent involvement. It allows the parent to become as educated as the children involved."

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A UNIT ON SELF-ESTEEM

Joan E. Schrader

Jennings Middle School

Akron City School District

Elementary LEVEL

THE PROGRAM

This is a reading unit which uses children's literature to make students aware of self-image and help students analyze the ways that self-image affects behavior.

The stories, *The Great Gilly Hopkins, Paterson; Dear Mr. Henshaw, Cleary; The Pinballs, Byers; and Dicey's Song, Voight,* are used to model for students of varying reading levels examples of young people solving their problems. The characters in each of these stories learn to handle their problems differently as they grow in self-esteem. Students learn helpful behaviors and gain a more positive attitude toward life by reading about these young characters and seeing how they coped with the realistic challenges facing them.

Projected outcomes for this unit are as follows: (1) Reading stories that show the characters growing in self-awareness equip people with ways to better cope with interpersonal relationships and enhance individual self-awareness and self-esteem. (2) People learn to value themselves to the degree that they have been valued and treat others as valuable. (3) The affirmation of positive qualities of people by their parents, teachers, or other significant caretakers leads to a more positive self-image. (4) As people experience competency or success in their actions, they also grow in their feeling of self-worth.
(5) People learn alternative ways of behaving by observing and reading about other people.

Activities

Word Wonder – (new vocabulary – all books) Put a list of vocabulary words on the board or overhead. Have each student compose a list of three "wonders" about any of the words. (Ex: I wondered if "hunkered" has anything to do with some guys being 'hunks.') Discussion of "wonders" should end with clarification of new word meaning.

Time Flies – (comprehension strategies) Used with *Dear Mr. Henshaw* – Have students read to p.5. Ask "What did you notice about the writing?" (got better) Ask "How many years passed between the pages 1-5?" (3 years) Read over the section again and find words that were spelled incorrectly. (licked/liked, freind/friend, tutch/touch) Discuss. "Were you still able to understand what the author was trying to say?" "What is more important, spelling every word correctly, or trying to write a letter to tell someone something important?" (Apply to expectations in journal writing.)

THE STUDENTS

The discussions evolving from this project build better people, not just better students. Students relate personal experiences to those read about and easily project the solutions used by the characters as possible solutions in their own lives.

MATERIALS NEEDED

Vacca and Vacca, *Content Area Reading*, 3rd ed., Glenview, Illinois: Scott, Foresman and Company, 1989.
Project Charlie Manual (related activities)
Various children's books listed.

CREATIVE VALUE

Developer Schrader observes, "The best feature of this unit is its adaptability. The reading activities collected for use with this unit may be easily adapted to many other reading lessons. Students will see self-esteem techniques as life lessons being modeled, not just as classroom activities."

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HEALTH FAIR

Ed Doria & Candace Shugar

Jones Junior High School

Toledo City School District

Intermediate
LEVEL

THE PROGRAM

The Health Fair encompasses the research and independent study of a term paper with a display and oratorical presentation.

Each class is divided into groups of four or five students. Once the group members have decided what aspect of health they would like to investigate, they are required to write a letter to local, state, or out-of-state health agencies requesting materials, pamphlets, or posters. The students are also required to gather information on their chosen health concern from the library or other sources (such as interviews with health professionals). The students work on their projects once or twice a week during the term, until the project is completed. The projects are then put on display in the school gymnasium where students, teachers, and parents can view them and ask questions of the exhibitors. The projects are also judged by four faculty members and two non-participating students. Knowledge of the exhibitors, neatness, and originality are the criteria for the judges, with exhibitors earning from 1-10 points in each category. Certificates are awarded to those students whose projects earned the top three point scores, with three honorable mention certificates awarded to the next-highest scores.

Before the project begins, you need to contact people. The project should be discussed with the principal and dates for the Health Fair chosen. The physical education instructors are to be informed of the need for the gymnasium on those dates for setting up and displaying the exhibits. The school engineer needs to be informed of the need for tables in the gym on the dates for the fair. The school nurse also needs to be contacted for student questions that might arise. The school librarian is needed for additional health materials that could be gathered.

The students then are informed of the project and are made aware that the success of the fair depends on them. The students provide their own crayons, markers, or other materials needed. The teacher provided posterboard or other large cardboard pieces for display purposes. Two days before the fair, the students are to be evaluated by the teacher to determine a grade. Based on 100 points, the following criteria would be used for evaluation – (1) Observation, 25 points, (2) Effort, 25 points, (3) Neatness, 25 points, (4) Originality, 25 points.

THE STUDENTS

This project seeks to enable the students to understand the various aspects of health by actively involving them in the learning process. To achieve this end, each student completes a project on some health concern. Equally important is for students to attain a functional level of understanding about the many health agencies that exist locally and nationally and the valuable information and services that can be obtained from these agencies.

MATERIALS NEEDED

"Family Medical Guide" by Cooley, *Better Homes and Gardens*, 1978.
Basic Anatomy and Physiology of the Human Body. Johnson, Wiley & Sons, 1975.
A Healthier You. Laidlaw, 1977.
Modern Health Book. Holt, 1971.
To Your Health. Amsco School Publications, 1979.

CREATIVE VALUE

Developers Doria and Shugar observe, "This project is unique because it allows the students to develop and display their research. It will best reflect their hard work and make an impact on those viewing the project at the Health Fair. The versatility and creativity of the students are evident in the displays at the Health Fair, and are what makes the fair a success.

"The student interaction is also special, since most classroom teaching is from the teacher to the student with very little student-to-student interaction. This project requires the students to work in groups; they must learn to present their ideas and suggestions to the group and possibly compromise on how the project will be researched and displayed. Each student is responsible for an independent work for the common good. During the Health Fair, the judges need to ask questions about the research and the project to all of the students in the group, so no one person can make the project a success; it must be a team effort."

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HEALTHY BODIES + HEALTHY CHOICES = HEALTHY ME

Mary S. Redle

Jennings Middle School

Akron City School District

Intermediate
LEVEL

THE PROGRAM
Healthy Bodies + Healthy Choices = Healthy Me is a program designed for at-risk youth in a middle school setting. Home economics Impact class is taught to 7th and 8th grade students and focuses on experiences for the development of positive self-concepts. It is a rewarding and challenging experience for those who participate. Impact is a program designed for the at-risk youth in a middle school setting. Impact programs are an opportunity to intervene with potential at-risk adolescents who need help in developing skills that will enable them to become responsible people. The project is designed to provide information and skills in the area of "survival living" or with regard to securing proper food, shelter, and clothing; decision making; relating to others; and meeting individual needs both as an adolescent and as an adult.

Second, have the students create their own recipe book or file for their families, using their own designs and imagination. Third, have the students prepare posters, handouts, and/or other information packets to alert the rest of the school about the importance of a good breakfast. Fourth, to end the unit, the students are to prepare food for a "cook off" to be judged by a very willing staff and their classmates. Everyone is given a certificate of achievement for his/her part in recognizing the importance of a winning breakfast and knowing the preparation techniques used.

THE STUDENTS
This program gives students the chance to put the information gained into practice through application. Students are provided with successful, challenging, positive, fun, experimental, creative, artistic, or "hands-on" experiences that benefit themselves, communities, and/or families.

MATERIALS NEEDED
Art and craft materials, fabric, patterns, paints, notions, yarns, transparencies, and sewing supplies. Foods and special small equipment needed to prepare various foods.

CREATIVE VALUE
Developer Redle observes, "The students involved are being creative with their imagination and many times their feelings. Home economics allows areas like foods, family living, child development, clothing and textiles, housing, self-concept development, and consumer education to become creative in many ways."

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NON-PARTICIPANT ENRICHMENT PROGRAM

Joyce C. Johnson

Goodrich Middle School

Akron City School District

Intermediate
LEVEL

THE PROGRAM

The Non-Participant Enrichment Program is designed to give the non-participating student in physical education class an academic enrichment component to the physical activity being taught in the physical education program. Providing alternative activities for non-participating students is a massive task and one which requires a sizable amount of resource material and preparation.

Ankle Rehabilitation (text taken from *The First Aider*, Spring 1991, 60, 3., "Rehabilitating the Sprained Ankle"): Once the team physician rules out the possibility of a fracture or another serious injury to the ankle area, he will recommend a treatment and rehabilitation program to help the athlete return to action as quickly as possible.

The Sports Medicine Grant, a clinic in Columbus, Ohio, issues the following three-phase program for mild or moderate ankle sprains. Certified athletic trainer Gail Wadley developed the program. Phase I. Time frame: First 48 hours following injury. Goals: Control inflammation, allow healing to take place with minimal stiffness.

1. R-I-C-E (rest, ice, compression, elevation). Apply a horseshoe pad made of felt or foam around the lateral ankle to control swelling. Hold it in place with an elastic wrap, wrapping evenly from the base of the toes toward the calf. Apply a cold pack or crushed ice in a plastic bag for 20 minutes; remove it for 30 minutes. Repeat as often as possible. Elevate the lower leg with pillows. If the doctor advises, give the athlete medication (aspirin or ibuprofen) to help relieve pain and control inflammation.

2. Give the athlete crutches if the athlete cannot walk normally.

3. After cold treatment, gently work on active range-to-motion exercises. Move the ankle up and down, side to side, in circles, or write-out the alphabet with the toes. Discontinue the exercise if it is too painful. Apply cold treatment immediately after the exercise.

4. Have the athlete wear the elastic wrap with the horseshoe pad throughout the day, but remove the wrap at night. The athlete should elevate the ankle on pillows while sleeping.

5. The athlete can bike or swim as tolerated to help maintain fitness.

Ankle Rehabilitation Test

Complete the following statements. Use Answer Sheet.

1. Any injury to the ankle should be evaluated for a possible _________.

2. The recommended treatment for a mild or moderately sprained ankle is divided into _____________ phases.

3. The time frame for Phase I treatment is _____________ following the injury.

4. The goals of Phase I treatment are _____________and _____________.

5. What do the initials R-I-C-E mean?
R___I___C___E___.

6. List the five steps for treatment in Phase I.
1._____2._____3._____4._____5._____

THE STUDENTS

The Non-Participant Enrichment Program makes available, to teachers, alternative activities which correspond to the physical education classroom activity. Students who are home bound can fulfill the physical education requirement when physical facilities are not available.

MATERIALS NEEDED

Resources for this program are developed from the Akron Public Schools' Physical Education Curriculum Handbook and other current literature.

The First Aider, Spring 1991, 60, 3.

Other lessons can be taken from similar publications and physical education resource books.

Commercial programs available for purchase: *Academic Sportfolio*, P.O. Box AS, Port Jefferson Station, N.Y. 11776 offers a comprehensive program.

CREATIVE VALUE

Developer Johnson observes, "The teacher must choose to implement this enrichment component into his/her daily class structure for an effective program. Once a basic set of enrichment activities is in place, the format can be duplicated to include every aspect of your physical education curriculum – sports; physical fitness; health and wellness; high school, college, and professional sports."

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INDIVIDUALIZED APPLIQUE EXPERIENCE

Catherine E. Motil
& Joyce F. Jewell

Chaney High School

Youngstown City School District

Secondary
LEVEL

THE PROGRAM

Individualized Applique Experience provides students with a valuable lesson in learning to sew and a practical approach to basic skills. It is also a fun way to promote individual creativity. By completing an appliqued quilted wall hanging, students demonstrate their skills by utilizing the following fundamentals of sewing:

1. Use of "straight of grain" for straightening woven fabrics.
2. Proper use of measuring tools.
3. Correct method for marking fabrics.
4. Proper use of pins in cutting and stitching.
5. Use of a pattern.
6. The cutting of woven fabrics.
7. Following a printed set of instructions.

The students will also learn the correct use of the sewing machine by

1. joining fabrics with a straight stitch.
2. decorating and securing fabrics with a zig-zag embroidery stitch, the result of which is machine applique.
3. using a specialized sewing foot.
4. constructing fabric loops for hangers.
5. and assembling all layers of materials with a straight stitch.

Students demonstrate their knowledge of joining fabrics, choosing shapes and colors that reflect their personal style, creativity and individual taste. While creating their own wall hangings, students will

1. learn to rely on their own judgment.
2. gain confidence in the craft and realize the enjoyment of working with textiles.
3. utilize fabric as a creative medium for self-expression.
4. relate the applique technique to other items such as clothing, tote bags, gift items, etc.
5. recycle discarded fabrics and learn to recognize a purpose for fabrics generally regarded as scraps.

An Example of a Daily Activity

This details a 7-period class project, with each period lasting 45 minutes.

The assembly of the quilted wallhanging:

1. Students make fabric layers "sandwich" by pinning the backing fabric to the appliqued front of the wallhanging, right sides together (fabric loops and border already attached). The quilt batting is then pinned to the bottom of the backing fabric.

2. Pin together all layers, using quilting pins. Stitch from bottom opening edge 1/2" from raw edges around all four corners and sides with a straight stitch, ending at the other side of opening.

3. Clip corners on a diagonal and trim excess batting to within 1/4".

4. Turn wallhanging right side out through opening. Press with iron.

THE STUDENTS

The project allows the students to give their individual creative expression through the medium of textiles while building self-esteem and the ability to master various fundamental sewing techniques.

MATERIALS NEEDED

Experience and personal knowledge of the subject matter. Resource materials included basic sewing equipment, a selection of woven fabrics and scraps, wonder-under transfer webbing, quilt batting, and wooden dowels.

CREATIVE VALUE

Developers Motil and Jewell observe, "Using the sewing machine as a creative tool of artistic expression, students are eager for hands-on involvement to experiment on their own. Providing creative examples and showing students the variety of uses appliques may have for their purposes give students an additional incentive to learn the technique."

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FOREIGN LANGUAGE

TITLE OF PROGRAM	NAME	PAGE NUMBER
ELEMENTARY LEVEL		
Black History in the [illegible]	[illegible]	
[illegible]	[illegible]	
[illegible] ESL [illegible]	[illegible]	
[illegible]		
[illegible]	[illegible]	
INTERMEDIATE LEVEL		
Multicultural Day [illegible]		
[illegible]	[illegible]	
[illegible] ESL [illegible]	[illegible]	
SECONDARY LEVEL		
[illegible]		
[illegible]	[illegible]	
[illegible]		
[illegible]	[illegible]	
Hispanic Culture [illegible]	[illegible]	
Individualized [illegible]	[illegible]	
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[illegible]	[illegible]	

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BLACK HISTORY IN THE FOREIGN LANGUAGE CLASSROOM

A. Darleen Moss

Lehman Junior High School

Canton City School District

Elementary
LEVEL

THE PROGRAM

Black History in the Foreign Language Classroom provides students with a biographical perspective on the little-known but highly exciting contributions made by black men of French and Spanish descent, the opportunity to creatively present the stories of great men in the foreign language classroom, an opportunity to build self-esteem among members of the class who are African-American and bring new understanding to other class members, multi-cultural education, insight into the world culture as well as a greater understanding of their own.

Program Objective: Students will identify, research, write, and present a report about black men of French and Spanish descent who have made significant contributions in the world.

Great black men of Spanish and French descent:

Spanish
Pedro Alonzo Nino
Estevancio (Esteban)
Roberto Clemente
Vincente Guererro
Bernardino Rivadavia
Juan Latino
Jose Marti
Yangas
Ruben Dario
Martin dePorres
Juan De Pareja
Sebastian Gomez

French:
Norbert Rillieux
Henri Christophe
Pierre Toussaint L'ouver
Thomas Alexander Dumas
Alexandre Dumas (pere)
Jean Baptiste Pointe DuSable
Aime Cesaire
Chevalier de Saint George
Jean Jacques Dessalines
W.E.B. Dubois
Oscar Micheaux
Behanzin Hossu Bowell
Jean-Baptiste Lislet-Geoffroy
Alexander Sabis Petio
Julien Raimond

Timetable
Step I. Make a choice based on the target language you are learning.
Step II. Spend (1-2) class days in library research and take notes. Find at least two sources of information.
Step III. Compile data and bibliography.
Step IV. Prepare visual aid and put material together.
Step V. Make sure all checklist areas are covered for both written and oral presentation.
Step VI. Rehearse your presentation.
Step VII. Presentations begin.

Points to use for research may include the following:

Who is/was he? What did he do? When did he live? (birthdate) Where did he live? Why is it important to know about him?

Written report should include the following:

Cover page (title), biographical sketch including all research points, questions (at least 3 – no more than 5), visual aid (sketch of great black man or map of where he lived), bibliography (two sources).

Oral report suggestions include the following:

1. Not read. May include a poem, rap, skit, interview, or special presentation.
2. Use of visual aid from written report

Implementation

1. Presentation setup
   - Questions on overhead or board for class to copy and answer during presentation.
   - Questions legible
   - Questions challenging
   - Visual

On overhead or neatly sketched.

2. Actual Presentation
   - Questions given during presentation setup should be answered during presentation.
   - Organized presentation
   - Creativity/originality
   - Clarity – presentation given in a loud and clear voice
   - Closing
   - Presentation should be 3-5 minutes.

Evaluation can be made using a point system.

THE STUDENTS

This program gives students the opportunity to have a multicultural experience in the foreign language classroom.

MATERIALS NEEDED

J.A. Roger Book (1972), World's *Great Men of Color* (Vol. I-II). New York, The Macmillan Company.

Wilhelmena Robinson (1967), *International Library of Negro Life and History*. New York, Publishers Company, Inc.

Richard Green (ed) (1986), Empak "Black History Series." Chicago, Empak, Enterprises.

CREATIVE VALUE

Developer Moss observes, "This program applies the excitement of learning about black history to the foreign language classroom."

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COMPUTER CENTERS FOR ESL STUDENTS

Nina M. Maalouf

Scranton Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

Computer Centers for ESL Students is a project that will improve reading skills through the use of computers for ESL or LAU A,B, and C students. LAU students speak in their native language with English as a second language.

Students at different levels will recognize alphabet letters, sounds, and meaning of words. LAU C students will improve on second grade reading skills such as identifying main idea, building reading vocabulary, making inferences, and sequencing. The improvement of reading comprehension is one of the major goals bilingual students need to achieve in order to succeed on the CAT Test.

This program uses computer programs that represent a variety of skills. Activities involve individualized computer program centers. Parents and aides assist with all levels of learning.

In the classroom there are the three traditional reading group levels. A designated time is assigned to each student to work at the computer center when he/she is not working in a reading group. A sample session for a LAU A student who has no proficiency in English will be working with the alphabet. An excellent program is the Stickybear ABC. The student presses a letter. Then the screen supplies a picture of an object with that letter, the name of the object, and the letter to identify.

A second program which helps bilingual students is *Fun With Directions*. This program helps students develop concepts of left-to-right progression (a skill needed for Arabic students who usually work right to left) and sequencing.

The LAU B student who has a grasp of the English language but is not working at grade level needs to work on the *Clean Machine*. This program will reinforce reading through health concepts and also will help the students learn to feel good about themselves. A more challenging program for the LAU B student will be the *Stickybear Reading* program. Students will match words with pictures, fill in sentence blanks, and build new sentences. After practicing these skills, students can create their own sentences by combining nouns, verbs, and objects. The Stickybear family will then enact the sentence the student created.

Finally, for the LAU C students who are working on grade level – the *Some, All, or None* program is a more sophisticated reasoning exercise. The student will practice in reading while reinforcing math word-problem skills. As students progress through the three program segments, they will work with the concepts of "how many"; "some, all, or none"; and "sets." Simple syllogisms and discussions of the relationships of objects with a set are also covered.

Your students will be writing their own stories and eventually be able to write their own book. The *New Print Shop* program can be used with varying degrees of assistance for publishing a book.

THE STUDENTS

The students who were LAU C will show improvement on standardized tests and may become mainstreamed to a regular classroom as a result. LAU A and B students will improve on LAU placement tests to attain a higher level from their present level.

MATERIALS NEEDED

Computer Program Titles:

The Stickybear ABC	$39.00
Fun With Directions	49.00
Clean Machine	55.00
Some, All, or None	59.00
New Print Shop	59.00
Stickybear Reading	39.00

CREATIVE VALUE

Developer Maalouf observes, "Using computers allows a teacher to individualize instruction. Recent studies have shown that bilingual students with no or little proficiency in English go through a silent period where they will not speak their new language. Conversely, the restricted English proficient student speaks English but needs practice in writing and reading skills. Computer programs will allow both groups to achieve progress in English.

"A computer center chart may provide an additional way to show the students' progress. This charting method ultimately provides positive incentives that will be rewarding. It also is challenging for the student who needs to visually see his progress. Teachers and parents can follow their students' progress to add positive input and help with any problem areas."

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AN EXPERIENCE WITH SPANISH IN THE ELEMENTARY CLASSROOM

Janice M. Hummer

McKinley Elementary School

Toledo City School District

Elementary
LEVEL

THE PROGRAM

An Experience with Spanish in the Elementary Classroom is intended to expose the elementary student to some basic Spanish. As a result, the student will be comfortable with speaking and understanding the language.

The program is intended to be implemented throughout the school year, starting with a concentrated 12-week introductory period. The first six weeks involve the help of a high school Spanish class recruited from a neighboring high school.

The high school tutors are scheduled to come to the elementary classroom once a week for a 45-minute session. The class is divided into small groups with one or two high school students assigned to each group. Small-group lessons should include basic vocabulary, colors, counting, basic expressions of greeting, and introductions. The specifics of these lessons should be worked out with the cooperating high school students.

The second six weeks involve the classroom teacher presenting a simple Spanish lesson once a week for a 45-minute session. These whole-group lessons (printed on study sheets) involve simple stories and conversations that use new vocabulary and speaking ideas. Grammar is never formally taught, only modeled.

Throughout the rest of the year, the Spanish is reinforced in a variety of subtle and effective ways. 1. Objects in the classroom are labeled in Spanish 2. The teacher forms the habit of giving familiar student directions in Spanish instead of English (example: siéntense – be seated, escuchen – listen). 3. The students form the habit of answering familiar questions in Spanish (example: sí – yes, gracias – thank you). 4. Each student develops a folder containing all Spanish materials used throughout the year. 5. Each student develops a Spanish dictionary which grows as vocabulary is learned and recorded. 6. Instructional television, audiotapes, movies, videos, and records are incorporated from local community resources.

The last activity will introduce new vocabulary. The students cut and paste pictures of objects from various magazines on one side of a 3" by 5" card. Each student can make his own vocabulary cards, or students may work together to form a collection used by the whole class. The Spanish word for that object is printed by the teacher on the opposite side of the card. All of the cards are numbered. An audiotape is made by the teacher, who reads all of the cards in order giving the English word followed by the Spanish. Vocabulary cards and tapes are stored in the Spanish center in the classroom. Students work with the cards individually as needed. They can also work in partners or small groups, quizzing one another. Students ask to be tested by the teacher when vocabulary words are mastered. Additional vocabulary card sets are created as needed.

THE STUDENTS

The program provided for all levels of student motivation. Students appreciated a change in the curriculum and found the idea of learning a foreign language exciting. The more self-motivated students "took off" with the challenge and progressed very rapidly. All the students enjoyed learning how to speak Spanish.

This program takes the fear out of learning a foreign language. Being exposed to Spanish will encourage students to be more interested in giving it more serious study when it is presented to them in high school and college.

MATERIALS NEEDED

Bowsher High School 3rd year Spanish Class; "Amigos" – Instructional T.V. Channel 30; *Toledo Blade* mini page, March, 1988; Spanish dictionary; friends, relatives, parents, and fellow teachers who speak Spanish.

CREATIVE VALUE

Developer Hummer observes, "High school students benefit because they experience teaching elementary students. Their Spanish is easily reinforced as they provide a learning experience for younger students.

"This program integrates the Spanish language so naturally into the classroom. Spanish is easily learned through modeling and frequent usage."

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MULTI-CULTURE DAY IN THE FOREIGN LANGUAGE CLASSROOM

A. Darleen Moss

Lehman Junior High School

Canton City School District

Intermediate
LEVEL

THE PROGRAM

Through a weekly **"Multi-Culture Day,"** students will learn and share about "life" in various countries where their target language is spoken. At the same time, they will develop culture notebooks displaying the target language they are learning as well as cultural insights they have gained from their "Multi-Culture Day" research.

Program objectives include: (1) Keeping an individual "culture notebook" identifying and displaying cultural aspects of a student-chosen country where the language is spoken; (2) Increasing respect for self and others by developing insight into the target culture as well as one's own culture group so that one may live more cooperatively in the world; (3) Building target language proficiency, academic excellence, critical-thinking skills and effective living.

Design and Implementation

Out of some 62 countries of the world where French and/or Spanish is spoken, the student will choose and "adopt" one country as his/her own. The student will learn as many cultural aspects as possible about the chosen country, while learning the target language as well. Each week, a culture day assignment is made to be prepared, presented, and discussed on Friday of that week. At the end of the nine-week period, the compiled information of all the culture days is presented in a "culture notebook" of the adopted country. All Multi-Culture Day assignments interrelate with the target language learning.

Multi-Culture Day Timetable (Brief Synopsis)

Week I Geography – Where is the language spoken? (Map)
Week II History – Why is this language spoken there?
Week III People – What is the racial composition of the country? Why?
Week IV Occupation – How do the people earn their living?
Week V Food – What do the people eat? Why?
Week VI Clothing – What do the people wear? Why?
Week VII Dating and Marital Customs – Do you agree with those of the target country?
Week VIII Religion – What religions are practiced in the target country? How does this affect daily life?
Week IX Culture Notebook Compilation and Presentation – Information is presented briefly in target language for final evaluation and discussion.

Culture Unit Evaluation

Oral (Weekly Presentation and Class Participation)	30%
Notebook Cover Page	5%
Culture Unit Test	15%
Completed Culture Notebook	50%

THE STUDENTS

This project serves as an opportunity to build student confidence in using the target language. It also serves as a springboard for other multicultural projects, such as acquiring pen pals from the target country, having guest speakers from target countries, and exploring how certain holidays are celebrated in the target country.

MATERIALS NEEDED

Maps, flags, pictures, posters, books, and pamphlets on the target countries; travel agency brochures; pen pal letters; and embassy information on target countries.

CREATIVE VALUE

Developer Moss observes, "The program sensitizes students to the idea that it's all right to be a part of a multi-ethnic society. The program's success is that the student-chosen country 'belongs' to that student. The sense of 'belonging' allows the students to be 'responsible' and truly research the real 'live' culture of the target country."

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TEACHING ESL THROUGH THEME-BASED UNITS

Brenda Custodio

Hilltonia Alternative Middle School

Columbus City School District

Intermediate **LEVEL**

THE PROGRAM

Teaching ESL Through Theme-Based Units serves a dual purpose for ESL students: (1) Students are not only learning to use the English language through authentic material, but they also are acquiring needed content area instruction to supplement their regular classroom activities. (2) ESL students often lose vital years of academic information while developing the skills to cope in a regular classroom. Theme-based units offer the basics of social studies, science, study skills, and language arts to prepare these students for mainstreaming.

This approach does not have to be limited to the ESL classroom. Any student at-risk of falling behind his classmates while receiving intensive assistance would benefit (such as LD or remedial reading classes). Even heterogeneous classes could benefit from this approach if used in conjunction with cooperative learning.

The school year is divided into units of two to four weeks in length. The American history units are interspersed with the language arts units in chronological sequence. The language arts component involves either a particular book, a genre (such as poetry), or a theme in literature, such as prejudice. A conscious attempt needs to be made to familiarize the students with as many juvenile and adult classics as possible as well as with writing styles and literary devices the students will need to know when mainstreamed into the regular language arts classroom.

An example of a language arts unit is the book *Children of the River*. This is a fiction book about a Cambodian girl who falls in love with an American teenager. The students could identify with her refugee experience and cultural conflicts. As part of the unit, you could study Cambodian history, draw a map and study southeast Asia, read a play based on the book, or do several writing assignments that coincide with the themes in the book.

THE STUDENTS

The students spend considerable amounts of time working in small groups and conversing constantly. This project is valuable for the students because they are absorbing needed academic knowledge while learning the English language. Students' anxiety level is low and motivation is high because the ESL classroom has a non-threatening atmosphere.

MATERIALS NEEDED

The American history textbook was provided by the ESL department along with supplementary materials such as maps, videos, and filmstrips for the history unit. The study skills, science, media, and culture units were compiled from private sources. Reading material includes textbooks and novels.

CREATIVE VALUE

Developer Custodio observes, "With content-area units incorporated into a student's ESL classroom, valuable time will be saved. If the only thing we teach is the language in a sterile atmosphere, the students not only won't learn as quickly, but they will also be falling behind the other students daily. Students tend to either ignore content subjects in order to concentrate on English, or they will be oblivious to what is going on because of their language barrier."

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BULLFIGHTING UNIT – USING COOPERATIVE LEARNING

Maria M. Gomes-Devany

Garfield High School

Akron City School District

Secondary
LEVEL

THE PROGRAM

The Bullfighting Unit – Using Cooperative Learning is a diversionary glance into a Spanish and Latin American sporting event that is an important point of cultural reference. It can be suited to the needs of various grade levels, since it attempts to increase the depth of understanding that our students have about the world which surrounds them.

The program of instruction attempts to pique students' curiosity by playing a recording of the entrance song, which is performed at the opening ceremonies of a bullfight. It is a tune which they seem to all have heard, but the challenge is to recall the context in which the song was played. After it is determined that bullfighting is the topic under discussion, split the class into groups and allow them to come up with a consensus list of all the statements the group can think of that relate to bullfighting. (This allows the teacher to become aware of the knowledge level.) Then attempt to gain a class consensus as to the aspects of bullfighting and maintain a record of their answers for future scrutiny. The next step is to close the introductory portion of this unit with a lecture concerning the importance of bullfighting from a historical, societal, and sporting perspective.

The program is oriented toward group activity. The first exercise sees the class split into groups of four with each group given an equal amount of information to discuss and learn. Each member is counted on to explain one quarter of his group's allotted information to the other members of the group. The student's efforts are then redoubled as each group must take a true-false exercise based upon what they have taught each other. Technical terms are then introduced. The unit closes with a popular video segment wherein they can view the training of a bullfighter as well as see a fight in its entirety.

The technical terms of bullfighting are taught using co-op learning. Students are divided into groups (preferably four). These groups must be heterogeneous if at all possible (black with white students, girls with boys, and a high-level, two medium-level and a low-level student per group). Two definition lists are given per group, and each member with a partner will practice that list. A class-wide quiz will be given, and the group with the highest average will get two bonus points. (This is the pre-test.) For added reinforcement, a card game is played using the terms just studied. This game is based on the familiar OLD-MAID card game so that students will not need the extra burden of learning a second item. At the end of the game, the teacher conducts a review with the entire class for reaffirmation, and individual quizzes are administered.

THE STUDENTS

This project allows one to consider the volume and the diversity of the Hispanic cultures. It recognizes the importance of seeing the common bond among all these cultures, which is easy to impart to the students and which allows them to pull all these countries together. The students have fun learning, and they feel non-threatened working within groups. They learn how to cooperate with a group.

MATERIALS NEEDED

List of terms, seven decks of cards, pictures of female bullfighters, information sheet on Espinosa, video on bullfighting, taped conversation of a matador for advanced levels, tape with introductory music, rules on cooperative learning, pre-tests and post-tests.

CREATIVE VALUE

Developer Gomes-Devaney observed, "Teaching this unit in four weeks keeps students' interest the entire time with the help of cooperative learning techniques. Minor sidepoints of creativity include the use of games to learn the vocabulary and the students' part of being the actual judges of a bullfight."

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CULTURE WEEK – PERCEIVE, BELIEVE, AND ACHIEVE

Lisa L. Lin & Paulette U-Rycki

Central-Hower High School

Akron City School District

Secondary
LEVEL

THE PROGRAM

Culture Week – Perceive, Believe, and Achieve consists of several components designed to take place over a five-day period designated as "Culture Week." The objective of the program is to promote empathy and acceptance of the many diverse cultures represented in the school.

Culture Week consists of three major components: cultural showcases, cultural dress-up day, and a schoolwide cultural assembly. Showcases around the school are designed by students and staff to display various cultures' artifacts, such as ceremonial dress, crafts, sports equipment, eating utensils, maps, etc. During cultural dress-up day, school personnel wear native costumes and carry cultural items with them throughout the day. The Culture Club of the school sponsors a reception where these cultural items can be further explored.

The week culminates with a schoolwide assembly. The assembly opens with greetings in all languages spoken at the school, as well as in those taught in the foreign language department. It involves traditional performances of music, dance, and sports, all organized around a common theme which is introduced by our "cultural" guest speaker.

(Below is an example of a lesson plan which might be used to prepare students for the cultural assembly/Culture Week.)

Objective: Students will understand more about their own culture and the cultures of their peers.

Anticipatory Set: What is it about you that is unique (appearance, talent, personality)? Write it on a piece of paper large enough to be seen by classmates – hold it up and cheer for yourself!

Procedure:

1. Brainstorming – different cultures represented in (a) home, (b) school, (c) community
2. Compare and contrast these cultures (these ideas will probably be "surface level").
3. Elicit pros and cons of having contact with people from different cultures. (This could be a partner or group activity – turn to a person sitting to your right and think of one pro and one con. Or, turn to your group and see how many you can name.)
4. Ask for volunteers to name pros and cons – list on board and discuss.
5. Focus on cons first – are they stereotypical? (may have to introduce "stereotyping") If true, how can we eliminate, neutralize or turn them into pros? Are any of these cons specific to any individual or small group?
6. How can the assembly help us to eliminate, neutralize, or turn these cons into positives?

Closure: FOCUS ON THE ASSEMBLY

1. Ask students the following: What do they expect to see? What do they expect to learn? What type of behavior is appropriate? Think about what we discussed in class and be prepared to address these issues again after the assembly.

Sample questions for an evaluation may include (affective and intellectual dimensions)

1. What did you enjoy the most at the assembly?
2. What did you enjoy the least?
3. Give examples of similarities between your culture and at least one of the cultures you saw today.
4. How did your attitude toward any of the cultures represented at the assembly change?
5. How do you think assemblies such as this can help students from diverse backgrounds/cultures get along better?
6. What suggestions do you have for next year's assembly?
7. Would you like to participate in the assembly, Culture Week, or the organization of either? How?

THE STUDENTS

Culture Week acted as a catalyst for bringing together from varied backgrounds students, teachers, and members of the community in a cooperative spirit. Acceptance of cultural diversity was not only the target, but the experience.

MATERIALS NEEDED

People and their cultures and languages were the primary resources used.

CREATIVE VALUE

Developers Lin & U-Rycki observe, "The project crossed several disciplines and involved all levels of participants."

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HISPANIC CULTURES

Maria Agrelo-Gonzalez

Walnut Ridge High School

Columbus City School District

Secondary
LEVEL

THE PROGRAM

All **Hispanic Cultures** do not eat tacos, dance Flamenco, box, or play baseball! This Hispanic American Cultures course allows students the opportunity to explore Hispanic cultures in depth. Students are taught how African, European, and Native American cultures affected each other and integrated to endow each people with a distinctive identity. The culture of Spain is presented to indicate its impact on the American cultures.

Students acquire knowledge of early American civilizations, understand events leading to the conquest of the various areas, acquire a knowledge of colonial life, and learn to appreciate the struggles for independence and the personalities involved in each struggle. They also develop an awareness of current political situations, become familiar with Hispanic art and music that reflect the culture, and taste the common foods of each area.

First semester, various Hispanic rice dishes are compared. Rice was introduced to the Americans by the Spanish, who learned to enjoy it under the Moorish rule. Students savored Moros y Cristianos from Cuba, Arroz con Gandules from Puerto Rico, and Arroz con Pollo from the Dominican Republic. Second semester, potatoes, a Native American contribution to the world, were introduced. Students compared Papas Chorreadas from Colombia, Papas a la Huankaina from Bolivia, and Papas Rellenas from Venezuela.

Also in the first semester, students learned to dance the Merengue (from the Dominican Republic). This music has an unmistakable African rhythm. During second semester, they danced a Cueca, which has an obvious European influence. Students will recognize without a doubt that Hispanics do not all eat tacos, dance Flamenco, box, or play baseball. They also understand what elements contributed to the uniqueness of each country.

History, geography, politics, culture, and lexical variance are presented through the medium of music, art, folktales, literature, and other readings. Most of the materials are at an intermediate level Spanish, and there are minimal grammar studies. Language is treated as a whole, rather than in isolated sentences. Each weekend, students reflect in their diaries about one of the previous week's activities. Diaries are corrected, and the students copy the corrected version for additional points. The teacher exchanges ideas by commenting on the students' feelings or expressed opinions. Classroom conversation and comments are generally not corrected to create an atmosphere of acceptance. Participation points are earned each time the individual speaks.

THE STUDENTS

When this course was introduced in 1990, 41 students, who had completed Spanish II, requested it. The second year, 53 students made the request even though they had been forewarned by their peers about extensive reading and diary writing. The course focus and teaching method still attracted many students!

Hispanic Cultures gives students a glimpse at the life and soul of language and the culture that produces it. A great deal of class time is spent developing higher-level thinking skills. A secondary benefit of the program is the use of language to communicate thoughts and feelings.

MATERIALS NEEDED

Text – The Leyenda Series from National Textbook: *Leyendas Latino-Americanas, Leyendas Puertorriquenas, and Leyendas Mexicanas*

Newspaper clippings, poetry, music, videos, and slides from teacher's private collection were used.

CREATIVE VALUE

Developer Agrelo-Gonzalez observes, "Hispanic Cultures has inspired many creative class projects, such as exchanging culture capsules with a high school in the Dominican Republic and sending a video greeting to a high school English class in Puerto Rico. Plans are being made to visit the Puerto Rican students in 1992. This program demands creativity because a text is not available to teach what this course has to offer!"

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INDIVIDUALIZED LATIN I TRANSLATION PROGRAM

Sandra K. Duncan

Buchtel High School

Akron City School District

Secondary
LEVEL

THE PROGRAM

The Individualized Latin I Translation Program consists of three translation activities. There are eleven activities to supplement and enhance the translation from the textbook.

Students are to translate the story from the textbook in one of three forms:

1. The story as it appears in the textbook.
2. A double-spaced copy of the story with one sentence per line. (This format allows students the opportunity to see the individual sentences. If they have trouble with one sentence, they may skip the line and go on to others.)
3. A double-spaced copy of the story with one sentence per line in the English rather than the Latin word order. (This format is reserved for students who are struggling through Latin. Seeing the sentences as they would appear in English saves these students from the frustration of "jumping around" the Latin sentences looking for subjects, verbs, etc.

Students must also complete two other exercises. These exercises serve to preview, reinforce, or review the story. Students may choose from the following list:

1. Write Your Own Story

In this exercise students use vocabulary from the lesson to write a short story in Latin. An alternate form of this exercise allows students to write the Latin story after they have done the translation, adding ideas from the translation to their own stories.

2. Preview Questions

This exercise, done before they translate the story, allows students to preview the ideas presented in the translation by answering in English opinion-type questions relating information they know about living in the present with information they will learn about life in the time of the ancient Romans.

3. Vocabulary List

Students do this exercise as they translate the story. They list vocabulary words which they need to look up as they translate. This gives them a personalized vocabulary list for the lesson and again for the unit.

4. Grammar and Questions in Latin

In this exercise, students review Latin grammar by identifying case, number, and use (for nouns) or person, number, and tense (for verbs). They will also practice writing in Latin by answering four Latin questions in Latin based upon information in the story.

5. Grammar Columns

This exercise allows students to review English grammar by writing in columns the subject, verb, direct object, predicate nominative, indirect object, preposition, object of the preposition, and adverb of Latin sentences form the story.

6. Story Match-ups

This exercise, played in a game format, allows students to review the translation by matching 3 X 5 card puzzles with Latin sentences and their English equivalents.

7. Story Fill-in

Students doing this review exercise use a Cloze Reading format to fill in blanks in the story with the Latin words which have been deleted.

8. Time-Line Story

This exercise allows students to review the translation by numbering sentences which appear out of the order they appeared in the story.

9. Tape

Students listen to the translation read slowly in Latin.

Answers for the exercises are posted on the bulletin board in the room. Story Match-up answers are printed on cards, and the puzzle pieces fit together to form the correct answer. Students may use their books to check story fill-in and time-line story answers.

THE STUDENTS

In an age of proficiency testing and competency-based education, the study of Latin is beneficial to students trying to master the English language. These exercises reinforce basic English grammar concepts and vocabulary and help students expand their translating capabilities.

MATERIALS NEEDED

Latin for Americans, First Book. B. L. Ullman, Charles Henderson, Jr., and Norman E. Henry. The MacMillan Company: New York.

CREATIVE VALUE

Developer Duncan observes, "The translation projects go beyond traditional translating techniques to make learning Latin more individualized and enjoyable for students."

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PRIZES AND PARTIES

Lillian M. Houser

John Hay High School

Cleveland City School District

Secondary
LEVEL

THE PROGRAM

Prizes and Parties includes two different subject areas, science and German. Contests for prizes are awarded and students try foods related to what is being taught in the class.

The contests in German class include the making of German Christmas cards and foreign language posters. Winners of these contests usually receive T-shirts with a German slogan on them. Each year, my German class has lunch at the Hofbrau Haus in Cleveland. The students pay their own way, but I try to award some free lunches as prizes for activities done during Foreign Language Week.

The contests in biology class are sponsored by the Science Club. These include bridge building, balloon drop, and musical instruments. The Science Club takes activities from the Science Olympiad program. Encourage students, as well as the other students in the school, to think "engineering" and come up with unique designs. The contests are advertised over the PA. Extra credit and prizes are earned by the students who participate in the contest. These contests will spark interest in science as it relates to technology.

The "parties" given in biology class include buying frog legs, after we dissect frogs, and buying cow's hearts, after observing the hearts. I want to try a kidney stew party after our study of kidneys. The parties should be given every year to have students see a different view of science.

The last science activity is the regional science fair. To determine who will represent our high school, we hold a school-wide science fair and prizes are awarded to the winners. Science fair projects are required. Most of the prizes given are T-shirts ordered from science catalogs or from foreign language catalogs.

THE STUDENTS

These projects add an element of "fun" to both science and German classes. These activities are often remembered by students as "highlights" of the class. The students talk about these activities and sometimes bring their friends in to try the different foods. Occasionally, the students ask to take some frog legs or a cow's heart home to their parents. Therefore, these activities advertise the class to others and may spark some interest in these "hard" subjects. Parties and prizes are some of the motivational tools that may encourage your students too!

MATERIALS NEEDED

Ideas for the science contests come from the Science Olympiad program. Specifications are clearly listed in catalogs which have prizes listed that are related to science and German.

CREATIVE VALUE

Developer Houser observes, "I have always served some food related to what I teach. When I taught invertebrate zoology, my students ate snails, octopus, squid, and chocolate-covered insects. These hands-on activities are fun and motivational. Students sometimes need more than just a grade or points for an activity. This is why I feel prizes are needed to 'push' them a little more."

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QUOI DE NEUF? (WHAT'S NEW?)

Susan Kirksey

Garfield High School

Akron City School District

Secondary
LEVEL

THE PROGRAM

The goal of **Quoi de Neuf?** is to give students conversational tools to be able to react to any given situation.

With this particular activity the students will hear and use everyday French phrases. They are conversational "fillers."

The students are given a sheet of paper that contains the target French expressions and their English equivalents. Practice using them in the classroom. Give them a situation like "You just passed your French exam" or "Your car just broke down on the expressway" and have them give you their reactions in French (using the expressions from their list). You may also have the French sayings posted all over the room so that they can easily refer to them and use them as often as possible. Try to model the expressions as much as possible. This helps the students to have "conversations" with their classmates in French instead of English.

After completing the expressions several different ways, then do Quoi de Neuf? Students need to be divided into pairs. Each pair receives a game sheet and a pair of dice. They should also have their "Reactions" sheet with them.

The first student (A) rolls the dice. The number on the dice will correspond to a number on the Quoi de Neuf? sheet. The second student (B) reads the situation. For example: "You have to eat lunch in the school cafeteria." Student A picks a reaction – maybe – "Oh La La!!" (Oh my goodness!) Student B will then react to Student A with another expression – maybe – "C'est le comble." (That beats everything.) – and so on. The students react to each other 2-3 more times.

Then it is Student B's turn to roll the dice and the procedure is repeated.

THE STUDENTS

The students enjoy having ready expressions to use for any situation. Long after we have finished the activity the students have used the various expressions continuously. It has been very helpful for conversation times between classroom activities when they want to talk – now they use the information to promote conversations in French. This can be used in the very beginning levels as well as the advanced levels to promote oral proficiency. Students start being able to exchange information, which is one of our student objectives in our graded course of study.

MATERIALS NEEDED

Heinle and Heinle – *Du Tac Au Tac* – for the compilation of expressions used.

A French immersion workshop for French teachers taught by Dr. Susan Colville-Hall at the University of Akron – for the inspiration.

CREATIVE VALUE

Developer Kirksey observes, "These expressions and the activity, Quoi de Neuf?, help to build oral proficiency at any level of study. The expressions also provide a way for students to begin conversing with each other by using current French in such a way that it becomes a part of the American student's everyday French vocabulary."

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VAMOS A MEXICO

Carole Dean &
Rose-Mary Waller

Colonel White High School

Dayton City School District

Secondary LEVEL

THE PROGRAM

Vamos A Mexico is a project to recreate in the Spanish classroom a trip to a small Mexican town, complete with its streets, typical shops and markets, and its local artifacts. It brings authentic cultural experiences to the classroom and provides a true-to-life experience for the Spanish student.

This is an intensive three-week period from the introduction of vocabulary and presentation of background material, to the final role play. Students begin by becoming acquainted with the ambiance of Mexico through daily slides, videos, and music as they learn the relevant vocabulary for the project. Students will complete a passport application form and then begin practicing the role plays on which the entire project is built. The situations are in the airport, on the airplane, at the Casa de Cambio and/or bank, on the telephone (for hotel reservations), in a cafe, in a shop, and at the local market. Students practice and are then tested on each of the various roles involved, preparing for the final immersion. Sample role plays are between a ticket agent and traveler, airline attendant and passenger, banker and customer, hotel clerk and tourist, waiter and customer, shopkeeper and shopper, and market vendor and tourist looking for souvenirs.

For a two-or three-day period, the classroom is rearranged to become the appropriate locale needed. The first day it is the airport, the airplane, and the destination airport. The second and third days, it is "un pueblo mexicano." The students become the natives and tourists by acting out all the roles they have learned. Every student has one featured role (hotel clerk, for instance) and one group role (one of several restaurant customers). The classroom is transformed into a bustling Mexican town.

The recreation is made more real by the inclusion of authentic materials. Sample passports, luggage tags, boarding passes, tourist visas, and airplane literature lend reality to the opening scenes. In the creation of a town, there are money exchange forms, a Mexican telephone directory, menus, and sample receipts. The immersion ends with all the tourists/travelers writing home about their excursion – on authentic postcards!

This communicative activity works well with Levels II, III, and IV with appropriate adaptations of grammar and vocabulary. Many of the role plays could be adapted to Level I as well, and could be used in any foreign language classroom.

As a sample, on the airplane two students have featured roles as attendants while six or more students are the passengers. All have previously mastered the essential vocabulary. The airplane interior has been simulated by placing rows of two chairs on either side of a center aisle. Emergency instructions are placed beneath each seat and magazines are available in the attendants' area. Attendants welcome boarding passengers, direct them to their seats, explain flight procedures, indicate emergency exits, and order seat belts fastened. Passengers follow directions, discuss vacation plans with seatmates, and ask for magazines, snacks, pillows, etc. Attendants announce arrival and thank passengers for flying VUELOS; passengers deplane to customs.

THE STUDENTS

This project allows you to prepare students for actual travel situations and to immerse them in life in a typical Mexican town as if they were travelers and/or residents in our "pueblo mexicano." It is valuable to your students because they learn to apply their accumulated knowledge (vocabulary, verbs, grammar) in a practical, life-like situation.

MATERIALS NEEDED

Passport applications from the U.S. Post Office
Authentic materials gathered in Mexico (Cuernavaca and Mexico City; menus, money, telephone book, sarapes, baskets, pottery, etc.)
Dialogues – adapted from *Conversations - Situations* by Heather Leigh and *Salvado Ortiz-Carboneres*, Germaine Language School

CREATIVE VALUE

Developer Dean & Waller observed, "This project proved to be a great motivational technique for the students. They were able to go from the textbook to these real-life situations with great enthusiasm!"

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LANGUAGE ARTS

TITLE OF PROGRAM	NAME	PAGE NUMBER
ELEMENTARY LEVEL		
[illegible]	[illegible]	[illegible]
INTERMEDIATE LEVEL		
[illegible]	[illegible]	[illegible]
SECONDARY LEVEL		
[illegible]	[illegible]	[illegible]
ADDITIONAL RESOURCES		
[illegible]	[illegible]	[illegible]

BEST COPY AVAILABLE

ACQUIRING BASIC READING SKILLS THROUGH STUDENT-GENERATED STORIES

Kay F. Shrewsbery

Hawkins Elementary School

Toledo City School District

Elementary
LEVEL

THE PROGRAM

Acquiring Basic Reading Skills Through Student-Generated Stories are stories that integrate reading and writing developed by students to teach phonics and language skills as well as expand vocabulary. The program is designed for use with a large homogeneous group.

There is an initial activity and writing session followed by three skills sessions. It is intended to supplement, not replace, the basal program.

Session #1 Motivation/Story Writing

After a shared experience, the children dictate a story or poem to the teacher. Example: The class heard *Tunafish Sandwiches*/Patricia Wolcott, after which we drew pictures of the food chain leading up to the tuna, and made and ate tunafish sandwiches. The story that day told how we made the sandwiches.

Session #2 Word Attack/Vocabulary Skills

Using a list of phonics and vocabulary taken directly from the manual for the basal text, the teacher chooses skills appropriate for the story as well as a list of vocabulary words to target. After the skill lessons, each child used crayons to find and color examples of that skill in his/her copy of the story. The use of color is important because color is a right-brain activator which has been proven through research to enhance early learning. Example: Since the story was in the past tense and included the names of many of the children, I chose to teach skill lessons on the "ed" verb ending and the capitalization of names. After the lesson, the children colored the names yellow and the words with "ed" endings orange. Choose to concentrate on the following vocabulary words: first, then, we, and. The children used pink, green, red and blue to color these words when they found them.

Session #3 Sentence Sense/Main Idea

This day is always devoted to the same skills because they are important and difficult for children to master. The story is put on a transparency for projection onto a screen. The children circle the first capital letter and then find and circle the end of that sentence. The entire sentence is then underlined. After this has been done to all the sentences, the story is read orally by the entire group. The class then decides what the main idea of the story/poem is and chooses a title. Example: After doing the sentence activity and reading the story, the children decided the main idea was that we made tunafish sandwiches. The title they chose was *Our Tunafish Sandwiches*.

Session #4 Sequencing/Illustration

This day is always devoted to sequencing because of its importance in language development, writing, and future study skills. The sentences from the story are written on strips and displayed in random order. The children manipulate the strips to put the story in order.

Each child also illustrates the story. One child is chosen at random to transfer his/her illustration to the master copy which now has a title. Example: When my class worked with the tunafish story, they discovered that the word "first" in the beginning sentence was helpful and decided that they should have used other words like "second" or "next." Keep the illustrated master copies. Combined with individual stories the children write about themselves, these are duplicated, bound, and given as a year-end gift to each child.

THE STUDENTS

This program enables students to work in a homogeneous atmosphere without the stigma of groups. They feel successful because they are working with their own words and stories. The students accept ownership of these stories, often suggesting topics for the next week.

MATERIALS NEEDED

Paper, chart paper, and overhead transparencies.

Resources: First grade skills list – Harcourt/Brace/Jovanovich, vocabulary list – Harcourt/Brace/Jovanovich, Kinko's printing (duplication and binding), library books, films/filmstrips/videotapes, parents, and other community members

CREATIVE VALUE

Developer Shrewsbery observes, "The most creative aspect of this program is the combination of phonics skill instruction with students' own stories.

"The book which is put together at the end of the year is also an important component. The students maintain interest in these stories for several years after leaving first grade."

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ADVENTURES IN EMPATHY

Sharon M. Zinner

Willow Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

Adventures in Empathy helps students learn the meaning of the term, "empathy." Their task is to actively identify with and understand the story heroine's situation, feelings, and reasons for behavior or actions under specific circumstances.

Instructional Techniques: Students listen while teacher dramatically reads those chapters where Helen Keller (*Helen Keller– Toward the Light*) learns to "read" by the sense of touch, using her fingers to "see" as well as to interpret braille dots. The teacher briefly explains and demonstrates the purpose of the display items from a local society for the blind, and models the group activity the children will perform during a "silent trust walk." The teacher finally initiates a circle discussion where the group shares and compares their adventures of having role-played both Helen and Anne Sullivan, her guide and teacher. Dependent upon the children's enthusiasm and the number of sessions allotted to the program, follow-up projects could include using the messages in braille, designing seasonal greeting cards and posters, using toothpicks and white glue to form the raised braille dots and texture in drawings on the cards, then sending the cards at holiday times to children at schools for the visually impaired or perhaps both the visually and hearing impaired.

For the first activity, scatter a variety of objects of varying size, shape, olfactory, tactile, and tastable qualities on tables throughout the media center. When students enter, instruct them not to touch anything as they take seats previously arranged in a circle.

On one chair as a focal point sits "little Helen," a rag doll with a blindfold covering both eyes and ears. Briefly explain and demonstrate the purpose of the displayed items, e.g., braille alphabet cards, books, and signs. Tell students they may take some of the materials back to their classroom after their media period and that they will be using the alphabet cards for a special project during another lesson. On chart, overhead projector, or chalkboard introduce the word "empathy." you write it out. Elaborate and explain the definition together. Tell students they will experience an adventure in empathy today, which begins as they attentively listen to you read chapters 3 and 4. (This assumes they have already heard or read the previous chapters.) As you read, welcome and elicit questions, answers, and comments. When finished, students pair off for a "silent trust walk" where they will role-play both Helen and Anne. Model for class that "Anne" or leader takes "Helen" by the arm but walks slightly ahead. Leader guides "Helen" to various objects on tables; places them one at a time in Helen's hands, allowing her to feel and, if appropriate, smell and/or taste. Leader places object back and then "spells" the word (e.g., cup) by forming with her fingers the letters of the word on Helen's hand. Hence, Helen associates the feel, smell, or taste of the item with the feel or sensation of the letters pressed into her hand. Pass out blindfolds for Helen. Insist on silence and darken room. Children stop and switch roles at two-minute signal. At second signal, group returns to circle for follow-up discussion.

THE STUDENTS

The students learned the meaning of empathy and heightened their sensitivities to the needs and feelings of the handicapped in their community.

MATERIALS NEEDED

Helen Keller– Toward the Light by S. and P.A. Graff.

Rag doll, strips of black cloth for blindfolds, assorted objects of varying size, shape, tactile, olfactory, and tastable qualities (e.g., pencils, erasers, paper, cloth, cups, dish of water, shakers of salt or pepper or sugar, vase of flowers), braille alphabet cards, signs and books from local sight center, white glue, toothpicks, construction paper for follow-up greeting cards.

CREATIVE VALUE

Developer Zinner observes, "The program integrates the following areas: appreciation of and motivation to read biographical literature; drama through role-playing; creative writing and art; guidance through self-awareness, sensitivity and varied sensory heightening activities; good citizenship through community service and awareness."

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ALPHABET CAPERS

Alice Mae Shambach

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Akron City School District

Elementary
LEVEL

THE PROGRAM

Alphabet Capers uses a manuscript alphabet printed on sentence strips or strips of an equivalent size, cut apart into twenty-six pieces, and placed in an envelope. This gives a child a kinesthetic-tactile, visual device that can be adapted to many skill areas. The auditory skill is also used in listening to the directions, sounds, words, etc. that are being presented.

The following are brief statements of activities that can be practiced with the above envelope of letters. All letters are dumped out and turned with letters face up and sequenced alphabetically.

a. Recognizing and matching letters and letter names with letter sounds.

b. Counting and sequencing the letters of the alphabet.

c. Identifying consonants, vowels, and blends and building words with them as well as developing rules.

d. Changing plural spellings, changing y to i to add es, teaching syllabication and practicing weekly spelling words.

e. Recognizing correct letter placement (was/saw).

f. Developing alphabetizing and dictionary skills.

g. Developing vowel rules by using words spelled with the letters. Other activities can be developed as class use and needs are analyzed.

The non-threatening (no written form) techniques are motivating. Modality parts becoming a whole word; guide-words becoming a dictionary page; and visual discrimination are utilized as letter placement is emphasized. Complexity of words would depend upon grade level and class needs.

Detailed Classroom Activity

Objective: Student will be able to recognize and use silent "e" on the end of a one-syllable word.

Materials

Each student has an envelope with the cut alphabet. List short-vowel words and those with added silent e.

cap – caperob – robeTim – timerip – ripe
kit – kitecub – cubeslid – slidetub – tube
mat – mate sit – sitnot – noteus – use

Procedures: 1. Take out and turn over all letters to face you. Sequence alphabet in 2 rows near the top of your desk. Leave space for 1 row of letters above your alphabet. Vowels should be moved over top of alphabet.

2. Build the word cap under your alphabet. Now put "e" at the end. What happened? What sound does the "a" say? What does the "e" say? Discuss. Return letters.

3. Proceed through the group of words with above steps developing the silent "e" rule.

4. Return letters to envelope. Collect or place in desk.

Evaluation: Eighty percent accuracy on building words with short-vowel sounds changing into long-vowel sounds.

THE STUDENTS

Correcting reversals, knowing letter placement in words, and knowledge of alphabetical order all increased with the hands-on approach. For children that are not phonetic learners, the use of building words begins to make sense as the visual and kinesthetic-tactile activities help them auditorially discriminate those words they visually know. The repetition makes alphabetizing almost automatic. Spelling words are usually alphabetized weekly by each student even to the third letter.

MATERIALS NEEDED

Tagboard strips. Felt tip pen (used black). Vowels could be color coded.

White envelopes (1 per child) and lamination material (laminate letters before cutting them out).

CREATIVE VALUE

Developer Shambach observes, "This project involves each child during the lesson. It allows the ability to teach, practice, and evaluate a student's performance without paper and pencil. A student cannot be marked wrong in any area. He/she can only adjust letters and visually see the correct form. Immediate feedback!! Positive reinforcement!"

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AUTHOR'S SUITCASE

Jane Sullivan

Beverly Elementary School

Toledo City School District

Elementary LEVEL

THE PROGRAM

Author's Suitcase is a project that allows a child to take home the author's suitcase, so he/she can produce a story to be added to the author's library. A child wishing to take home the author's suitcase can do so with prior written parent consent.

The student can compose a book about whatever he chooses. The student becomes the author and illustrator.

The suitcase contains different styles, sizes, and colors of writing paper and construction paper, pencils, erasers, pens, magic markers, crayons, ruler, stencils, and a primary dictionary.

When the child revises his rough draft after editing, the revised copy is "published" using the Velobinder Publishing Shop. A library card is added, so children can read the book in the classroom or take it home to share with family.

THE STUDENTS

Motivation and enthusiasm for writing is stimulated for the student. Responsibility for the care of the suitcase and contents is stressed. Realization of becoming a published author materializes.

MATERIALS NEEDED

Different styles, sizes, and colors of writing paper and construction paper, pencils, eraser, pens, magic markers, crayons, stencils, ruler, a primary dictionary, and the Velobinder Publishing Shop are used to implement the program.

CREATIVE VALUE

Developer Sullivan observes, "The children's imagination makes this program limitless. The parent's involvement and support are important in education and in this writing venture. The child 'pretends' he is grown-up, going to work with a briefcase. He has a goal and finished product in mind that he gets to implement."

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BOOKS FOR FUN AND PROFIT

Emily Ellington

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Cleveland City School District

Elementary
LEVEL

THE PROGRAM

Books for Fun and Profit is a program of four parts. It is a reading, writing, and oral communication project designed to achieve five curriculum goals:

1. An increase in vocabulary through exposure to and use of vocabulary found in literature.
2. An increase in comprehension of main character, main idea, setting, supporting details, and story problem.
3. An increase in ability to organize and report on material read.
4. An increase in the ability to communicate ideas orally and in print.
5. An increased interest in reading as a recreational activity.

The program was presented as a game with books as the prizes. Daily, the first twenty minutes of the day is used as a time to read any book of your choice. This time replaced "bell work" and provided the class with a daily time for silent sustained reading. While not forced to do so, children were encouraged to read at least a half hour in the evenings.

The process was fairly straightforward. Students were asked to do the following:

1. Read the books.
2. Complete the written report form (title, author, main character, setting, story problem, and its cause) in complete sentences.
3. Turn in report and book and wait for appointment for oral report.
4. Give oral report and receive sticker on bookmark.
5. Collect ten stickers on the bookmark and redeem it for an order blank to order one free book from Troll or Scholastic Book Club.

Records for the project were kept in four different ways:

1. Students were given stickers on a bookmark for each book read and reported on.
2. A wall chart was hung with the game rules, and a sticker was added each time a student completed ten books and ordered a book.
3. Actual written book reports were kept in a notebook file for parents to see.
4. From September to February, the "Book It" program was used as an added incentive. Students were given a coupon for a free Pizza Hut pizza for every eight books they read and reported on. The chart that came with that program was also posted and used.

In addition to the record keeping described, students are given an evaluation checklist for their oral report. During the oral report, the list is used and a copy is attached to the report. The student gets the original to use in helping to improve the next report.

THE STUDENTS

The program allows for ongoing practice, skill development, and positive feedback with incentives that further goals in the areas of reading vocabulary and comprehension as well as oral and written communications.

Students have gained confidence in oral expression and developed a love for reading. They share books and enjoy reading to each other and to other classes of younger students.

The books they have earned have acted as a catalyst for other book purchases and trips to the library. This is evident because all students now have library cards as compared with only five at the start of the school year.

In addition, students have made great strides in their whole language skills. Oral speaking and reading have improved along with reading comprehension.

MATERIALS NEEDED

Sixty City Kids Books (school purchased), 200 paperbacks (individual grants), 40 Caldecott Award and honor books (book club coupons), 60 books and matching tapes (individual grant), Pizza Hut "Book It" Program, 200 bookmarks with stickers, 1 17" x 22" poster and 400 stickers, book report forms (written and oral), and $100.00 for free book awards (donated).

CREATIVE VALUE

Developer Ellington observes, "The most creative thing about this program is it gets the student reading and loving it. It provides positive feedback for teacher and student with a growth pattern that can be seen and measured by both student and teacher."

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CHAPTER 1 READING PROGRAM

Deborah Hiidel

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Cleveland City School District

Elementary
LEVEL

THE PROGRAM

Chapter 1 Reading Program has developed a variety of whole language reading lessons with trade books to enhance and enrich students' reading and skill development. The goals of the program are to develop students' interest in reading, to motivate them to read by providing them with stimulating learning activities, and to reinforce grade appropriate reading skills.

To accomplish the goals, plan a variety of reading activities for students in which they are reading, writing, and listening to stories. Most of the reading lessons are done with trade books, big books, and stories from the Story Box by Wright Publishing Company.

An example of a reading lesson involves the use of a trade book titled, *The Snowy Day* by Ezra Jack Keats. For this particular lesson, introduce to students the concept of classification. Before reading the story, introduce students to new vocabulary words. Here, students receive a vocabulary sheet with nine words in a square (one word per square) and a sentence on how each word is correctly used.

Next, have students listen to the story on tape while following along in their books. While listening to the story, ask students to listen for words or ideas that could be classified into three categories: words about the weather, clothes for winter, and things you can do in the winter. After listening to the story, give students snowflakes with words on them for classification into one of the three categories. After doing a group-categorizing activity, students need to complete an individual category sheet, classifying words from the story.

As a group, finish up the lesson by choral reading the story. The next day, students will partner read the story and answer comprehension questions to the story. As a follow-up activity, students complete a closing activity about their snowy day. Here, they read sentences and fill in the blanks with appropriate words. The activity is done on large chart paper, and later students can copy and illustrate their snowy day story.

THE STUDENTS

This project acquaints students with a variety of reading materials and motivates them to read. This is done by finding out students' interests and developing stimulating reading lessons to encourage reading.

MATERIALS NEEDED

Big books from a variety of publishing companies, Story Box from Wright Publishing, resource guides, textbooks, charts, pictures, and flashcards.

CREATIVE VALUE

Developer Hiidel observes, "This program allows one to create, implement, and evaluate new ideas to increase students' reading awareness. It is a fun way to learn by providing students with opportunities to read, write, and illustrate activities."

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CHARLOTTE'S WEB READING LIBRARY

Emma Huff

Robinson G. Jones Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

The Charlotte's Web Reading Library is a place where children can read and borrow books on a daily basis. Every morning and every evening, children from all over the school put on their Charlotte's Web Reading Library buttons, which act as passes to the library. The children then come to the library. The library is stocked with books which the staff has compiled as their all-time favorites. It also has books which are found in their basal series as well as books from the required reading list of the Cleveland Public Schools. The room is decorated with spiders and webs, a live rat, and many stuffed animals representing storybook characters.

Students may come to the library each day. They may or may not choose to do a book report on the book they read, but if they do, additional rewards are given. Books reported on and returned are collected, and the reader receives a book marker with a sucker.

The teacher also used the library as a reading area to read to the children and to use the stuffed animals as props. Teachers also show the children books written by the same author so they can read and understand that many times an author has similar styles or has used similar characters in books.

THE STUDENTS

The program gives children the desire to read. The soft stuffed animals further make the library appealing to all students. They come to see the library as a fun place to be. The selection of books helps children find their favorite author and encourages them to read more and more of his or her books. The rich variety gives children rich language and deeper comprehension.

MATERIALS NEEDED

Books, animals, bookcases, filmstrips, and pictures were used to develop the library.

CREATIVE VALUE

Developer Huff observes, "The library is creative because it is stocked with books that teachers have seen as children's favorites over the years. It is also open every day and is run by children as librarians. The system of rewards is also different. Children also see the decorations and multiple resources as a place of interest."

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CREATIVE WRITING CENTER

Marlene Marie List

Lathrop Elementary School

Canton City School District

THE PROGRAM

Creative Writing Center is a writing center, where books are made weekly. The purpose of this program is to increase writing skills and to spark creativity.

Each week, a completed sample of the book to be featured is put up in the center. A word list specifically containing words relating to the story theme is posted, along with three story starter choices. All books follow a seasonal theme or correlate with other activities relating to our curriculum.

The students have a pattern to follow to make the actual book and lined paper on which to write the text they have created. Quick word dictionaries are available to increase correct spelling.

An example of how this center works is as follows:

On Monday and Tuesday, students must write seven sentences with correct spelling, punctuation, and grammar. The sentences must follow the theme featured for the week and should be written in story fashion.

On Wednesday, students check one another's papers for errors and make any necessary corrections. The students then conduct individual conferences to preview all stories and make final additions or deletions.

On Thursday, students will make the actual book. Construction usually consists of cutting, pasting, coloring, stapling, and shaping. They will then write all revised text on the lined story paper that fits into their book, in an attempt to have a grammatically perfect selection.

Friday is publishing day. All students show their books and read their stories to the class. We finalize the weekly activity by clapping for all of our writers.

Some book examples are as follows: *The Frog, The Crayon, Turkey Tales, Thankful Turkeys, The Bat Book, The Witch Accordion Book, The Ghost in Sneakers, The Pumpkin Patch, Teddy Bear, Reindeer Heads, Easter Bunny Book, Black History, The Raindrop Book, Lunchbag Book, The Butterfly Book, The Sailboat Book, Flower In Bloom.*

THE STUDENTS

This program allows for the teacher to incorporate many skills into one weekly activity. Students are increasing their grammar, punctuation, spelling, and writing proficiencies while utilizing art skills and small-motor coordination. The children are able to use their own creativity to make a book that represents their own ideas. It is a non-threatening activity, anxiety free, which increases their self-esteem. It provides the students with something fun to do during normal free time and gives them an incentive to do their work.

MATERIALS NEEDED

Construction paper, glue, scissors, crayons, cotton balls, activity papers by Carson Dellosa Publishing Company, art activities collected from others, *Quick Word Dictionary* and *Shape a Poem* by David S. Lake Publishers.

CREATIVE VALUE

Developer List observes, "Students are able to develop a written text of fantasy or fiction for each weekly story. They are able to create their own theme if they do not find one they like from the given choices. They are able to make the actual book using their own art tastes. They can construct this book from the patterns provided and individualize these patterns to suit their own desires."

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Elementary
LEVEL

I'M AN AUTHOR

Sharon Mangapora &
Becky Meredith

Bennett Elementary School

Youngstown City School District

Elementary
LEVEL

THE PROGRAM

I'm an Author is a program to direct first grade youngsters to write books using vocabulary from the adapted basal reading program. The children create their first books as part of a team. They work together and learn from each other as they create and write a story, write the sentences for the story, and illustrate their work. This cooperative learning benefits everyone. As the children gain confidence in themselves and their skills increase, they then write books by themselves and become "famous" authors. Inside the cover of the book is a picture of the author and facts about his/her life. The books are then duplicated and several copies are presented to the classroom teacher. This student-authored material may be used with peers (oral reading), as a springboard for a class discussion, and as a teaching tool in the classroom that is correlated with the basal reading series.

The children are given a word list to keep in their work folder. It contains all of the basal words used in their grade level and any previous grade level. They can only use words on this list in their books. They decide what their book will be about and discuss the story with the teacher. Together we plan the beginning (setting and characters), middle (what the problem will be), and end (solution) of the story. The children are given a "scrap" book with lined paper. They write on every other line and start the beginning of the story. The teacher keeps a regualr check on all the children's progress. When the beginning is finished and edited, the middle is started.

THE STUDENTS

Students often encounter vocabulary words in a basal reader which are nebulous and abstract. Yet, as teachers we ask students to read these words daily. This writing project attempts to give all students experience with these words in addition to providing students with a format they can use to master the vocabulary. We have found that once students can write their own stories, reading becomes a meaningful content area in their lives. The availability of these books will provide students a greater opportunity to share reading skills at home and with their class.

MATERIALS NEEDED

The children print their stories on handwriting paper (to practice penmanship), and it is cut and pasted into the book.

Basal reading series, paper, and colored construction paper for covers, copy machine.

Laminate the covers to preserve them.

CREATIVE VALUE

Developers Mangapora and Meredith observe, "This project is unique because we limit the vocabulary of our books to the basal reading series. The children who read the books in the classrooms are very proud of themselves because they can read the whole book. We have books to reinforce vocabulary for the R-Readiness level, PP1, PP2, PP3, and 1st reader levels. The children want to be important authors, and this motivates them to keep up with the class."

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INTER-GENERATIONAL LITERACY LINK

Karen Grindall

Portage Path Elementary School

Akron City School District

Elementary LEVEL

THE PROGRAM

Intergenerational Literacy Link involves children and senior citizens from a nearby retirement community. Senior citizens help the students with the writing, proofing, and publishing process using the computer as the link between the classroom and the retirement home. With help from the Apple Corporation, a computer and modem were placed in the retirement community, and a modem was placed in our school. With the modem, the children can communicate their writing with the seniors during the harsh winter days when the seniors are less able to get out. We have developed a collaborative reading and writing project between six-year-old children and ten 80-year-old ladies. Both are receiving a feeling of being needed while they are increasing their literacy abilities. The seniors are experiencing computer literacy for the first time in their lives.

Example of classroom activity:

The children in our first grade room anxiously run up the steps in the morning eager to start a new day. After coats are hung, many of them select the book they want to read to one of the senior citizen or parent volunteers that will begin to arrive shortly after we have begun our morning. The children have a large collection of trade books to choose from and do not hesitate to brag to strangers about how many books are on their record keeping sheet that tells what titles they have read. Other children are preparing their writing journal entries as the bell rings. They confer with me and then type on the computer. Some of the children will choose to send their story by the modem to our senior citizen friends that live a half mile down the street from us. On cold weather days, this is how we visit with each other. Sometimes they just send notes back and forth. Hazel (who uses an adaptive device due to severe arthritis) just sent such a note to James.

At least once a month, the children and I walk to the Retirement Living Center to visit with our friends. The children bring stories they wrote and trade books to read. We take extra Macintosh computers, and the seniors and children work together on the computer collaborating on stories. Copies of all of the journal stories typed on the computer are then kept in individual portfolio files for each child.

THE STUDENTS

This intergenerational literacy project has created a "chain link" in which children can give to senior citizens and senior citizens to children. Connecting older people in our community (the human component) with the computer (the technical component) has enabled us to guide the children toward becoming more proficient writers. The children enjoy seeing their "senior friends" when we visit them monthly at their retirement community, and the seniors enjoy listening to them read in the classroom. They send warm notes and cards back and forth, thus creating a reason for wanting to share their literacy skills.

MATERIALS NEEDED

Good-quality literature books in the classroom, computer and modem in the classroom and at retirement center, a strong friendly relationship with the residents and staff at the retirement center, and recruitment of other senior citizens in our school neighborhood.

CREATIVE VALUE

Developer Grindall observes, "Collaboration occurs with senior citizens in a whole language approach which focuses on reading, writing, speaking, and listening. The seniors and children have become surprisingly proficient on the computers, using them as a tool to communicate. Many of the students do not have grandparents, and many of the seniors have grandchildren at a distance. Therefore, they fill each other's needs. It provides extra people in the classroom to listen to children read. It provides a purpose for the children to write in imaginative ways, because their pen pals are 84 years older than them."

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AN INTRODUCTION TO SHAKESPEARE DESIGNED FOR PRIMARY STUDENTS

Judith Lynne Herbick

Kirkmere Elementary School

Youngstown City School District

Elementary
LEVEL

THE PROGRAM

An Introduction to Shakespeare Designed for Primary Students introduces selected literature of William Shakespeare through indirect learning experiences, drama, written interpretations, and artistic illustrations. The students dramatize a Shakespearean play. They illustrate a book about Shakespeare's life and make written and pictorial interpretations of famous quotes. The students demonstrate through creative writing their own observation about life events. This program is for students of all ability levels.

Objectives:

To develop an appreciation of Shakespeare as an author who has made an important contribution to the literary world.

To familiarize the students with famous lines written by Shakespeare.

To use knowledge of Shakespeare in a variety of subject areas.

First Day – Ask students what they know about Shakespeare.

Discussion – Many children's T.V. programs make reference to Shakespeare. (It is necessary to use the public and university library to find Shakespeare material written specifically for children.)

Famous quotes are written on the overhead. The students copy them and rewrite the quotes in their own words. A matching illustration is made for the one the child likes best.

Second Day – A book about the life of Shakespeare is read to the children. After the reading, the children orally make an outline of Shakespeare's life. The outline is written on the board. This outline was used to make an illustrated book about Shakespeare's life.

Third Day – Time is given to complete life stories with pictures. Ask the children to bring in old white T-shirts. Covers are designed by the students for life stories.

Fourth Day – A children's version of *A Midsummer Night's Dream* is read to the class. Each part was assigned to several students; final selection is made by the class. There are no memorized lines. Each child tells in his/her own words what should be said by the character. The teacher records and reproduces copies for all. The students are reminded to bring in T-shirts.

Fifth Day – The play is practiced and parts adjusted to suit classroom space. Children not in the play make a model of an Elizabethan theater. Some play the part of trees, and two children use the overhead to make a world map to locate England in relationship to Ohio. The T-shirts are decorated with markers. Front – Who's Afraid of Shakespeare? Back – Not Me! and name.

Sixth Day – Put together a talk show with William Shakespeare as guest. Host uses information from life story for questions and input from class. Make simple props – donkey head using paper bag – tree tops made from trash bags.

Seventh Day – Write invitations inviting parents and guests to interview and play. Practice play and interview. Display illustrations, life books, and life quotes. Examples of life quotes "If you tell lies do you hear lies?" "You can put on makeup and still be ugly."

Display model theater and map.

Eighth Day – Give two dress rehearsals for other classes.

Ninth Day – All children in class wear T-shirts all day. Parents and guests come to watch play. Each child takes a guest on tour of other displays.

Tenth Day – Use computer to show children reading level of famous quotes. The children are impressed that they can "read" at that level.

THE STUDENTS

This program allows a teacher to help students to realize that they have to appreciate the value of learning for its personal worth. This project is designed to promote an appreciation of literature as an integral part of their lives. The students are taught to learn from experiences in their own lives and to relate them to an author's message.

MATERIALS NEEDED

Books :

Lamb, Mary and Charles. *Ten Tales from Shakespeare*. New York: Random House, 1938; Franklin Watts Inc., 1969.

Nesbit, E. *The Children's Shakespeare*. New York: Random House, 1938.

White, Anne Terry. *Will Shakespeare and the Globe Theater*. New York: Random House, 1955.

CREATIVE VALUE

Developer Herbick observes, "This program is a creative approach to allow children at an early age to explore Shakespeare in a non-threatening atmosphere. They will recognize at an early age the importance Shakespeare plays in the world of literature and in their own lives."

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KINDERGARTEN LANGUAGE/ LISTENING PROGRAM

Christine Wnoroski

Robinson Elementary School

Akron City School District

Elementary **LEVEL**

THE PROGRAM

Kindergarten Language/Listening Program was designed by the speech/language pathologist in cooperation with the classroom teachers to assist our kindergarten children in developing language/listening skills in the classroom. Lessons developed by the speech/language pathologist complement the existing kindergarten curriculum, focusing on language development and effective listening skills.

Lessons are provided in the kindergarten classrooms to all kindergarten students. Lessons are generally twenty-five minutes in length and are scheduled once a week during the first semester of the school year. At-risk students are identified during the second semester and are placed in small-group intervention. Lessons are experiential in nature. Students actively participate. Lessons are designed to highlight the basic concepts students need to acquire in order to be successful in school. Lesson formats consist of cooking activities, imagery through stories, puppetry, poems, and experiments. Positive reinforcement is given throughout the lessons using children as models to their peers.

Classroom teachers assist in the lessons by providing additional support and modeling. Teachers are also assisted in lesson planning regarding language intervention. By working cooperatively, teachers are also able to learn from the speech/language pathologist's demonstrations.

The Boehm Test of Basic Concepts is administered to students as a pre-/post-test measurement device. Through the utilization of this device we are certain that we are targeting students' needs. This test is a standardized test which evaluates concepts children acquire in order to be successful in first grade. The normative data used are based on kindergarten children from low socioeconomic environments at the beginning of the school year and at the middle of the school year. Fifty concepts are assessed.

THE STUDENTS

This program allows for many benefits. As the speech/language pathologist, I have an opportunity to directly observe students in the classroom, which assists me in appropriately identifying at-risk students. The number of referrals has been reduced significantly. Students are acquiring improved skills in the areas of language development and listening skills and therefore do not require the assistance of traditional "pull out" speech/language therapy.

MATERIALS NEEDED

The Boehm Test of Basic Concepts – Psychological Corporation
Talk About It – Holly Burrell Witt
Sound Investments – Elizabeth Wilson
A Sourcebook of Pragmatic Activities – Johnson, Weinrich, Johnston
Bloomin' Recipes – L. Bloom

CREATIVE VALUE

Developer Wnoroski observes, "This program is creative because I am working directly with the students at the beginning of the school year as opposed to waiting for them to come to me through teacher referrals. We are able to begin offering intervention at the start of students' school careers, thus assisting them in their potential for success.

"All persons involved in this program – students, teachers, and speech/language pathologist – are enthusiastic and motivated. Teachers have expressed positive accolades regarding both what their students receive as well as what they themselves receive in terms of inservice."

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LANGUAGE EXPERIENCE ACHIEVEMENT PROGRAM (L.E.A.P.)

Maurica Chanel Patterson

Lathrop Elementary School

Canton City School District

Elementary
LEVEL

THE PROGRAM

Language Experience Achievement Program is designed to provide the students with a language-rich environment. One component of this program is to provide the student with numerous opportunities to use oral language.

Ten themes were established for the 1990-91 school year. The themes were: holiday, community helpers, food, clothing, transportation, location/places, rooms and objects in a house, things that fly, things you read, and actions. The students increase language skills on each theme for a period of three weeks.

The first week the students are to be introduced to vocabulary words relating to the theme. The second week students work on activities relating to the theme. The last week the students compare and contrast vocabulary terms. A grand finale is planned to tie things together for each theme.

Pictures are used to introduce each theme. The pictures provide visual stimuli for the students. Books are provided for each theme. Books are kept on the reading table along with pencils and paper for writing activities for each theme.

During the third week of the theme, students are divided into groups to discuss the vocabulary terms presented. The discussion can range from making a story map to relating personal experiences about the theme. The groups change for each theme. This provides the students with an opportunity to interact with all the students in the room.

The use of the questions WHO,WHAT, WHEN, and WHERE play an important part in the program. These questions help the students learn how to put words in categories.

Classroom Activity Theme: Food (Preparation of Food)

1. Children are introduced to the word utensils. Student or teacher defines word. Teacher shows students pictures of utensils.
2. Children see and handle various utensils used in the preparation of food (spoon, whisk, egg beater, can opener and spatula).
3. Children tell what you would prepare to use utensils they are shown.
4. Children discuss cake and how to make cake (use the above utensils to prepare cake).
5. Students are shown cake made by teacher. Students taste cake.
6. Students describe taste of cake (vocabulary should include sweet, soft, fluffy, and moist).
7. Compare and contrast various desserts that need utensils for preparation (pie, cookies, brownies, jello, etc.).

THE STUDENTS

Through these intensive structured language activities and themes, in the classroom, the students have developed reading readiness skills, enhanced their knowledge of word meanings, gained skills in comparing and contrasting, and gained understanding of language usage in the areas of semantics, morphology, syntax, and independence. The students are not afraid to take risks.

MATERIALS NEEDED

Help cards, resource book, language and achievement cards.

CREATIVE VALUE

Developer Patterson observes, "Many of my students have very little exposure to the outside world. They are only familiar with their environment. The language themes provide students with exposure to the outside world. The themes also permit students to give answers spontaneously. We don't talk about right or wrong answers; we build on each student's answer. This provides a relaxed atmosphere. None of the students feel threatened or inadequate."

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LEARNING CENTERS: AN ATMOSPHERE FOR EDUCATIONAL ENHANCEMENT

Annemarie Johnson & Michelle Lumley

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Elementary **LEVEL**

THE PROGRAM

Learning Centers: An Atmosphere for Educational Enhancement provides hands-on activities as an alternative to exclusive paper/pencil tasks. The program's primary focus is to provide a positive atmosphere for learning, to integrate areas of the curriculum, to provide reinforcement or enrichment activities, and to promote problem solving.

Major areas of the curriculum used were reading, language, writing, listening, math, art, social studies, and science. Students participated in the learning centers daily after they completed their individual morning assignments. This occurred while the teacher was working with small reading groups in another part of the room. After children finished their work, they would go to the management chart and find their names and assigned center(s). They then would proceed to that center where they would work on one or more activities independently, with a partner, or in a small group.

After completing the activities at that center, they would clean up and then color in a block on the management chart.

Listed below are descriptions of each of the centers, including example activities for each.

Listening Lab (listening center) – Students listen to cassette recordings of quality literature while following along in the book.

Book Nook (classroom library) – At this center students sit on stools or rugs by a bookshelf and read for pleasure.

Number Words (math) – Students use board games and manipulatives which reinforce math concepts currently being taught.

Creative Corner (art) – Students are provided with a sample art project relating to the current unit of study, season, or holiday, and the materials to make the project.

Skills Scene (reading and language skills) – Students use teacher-made and commercial games and activities which reinforce the following skill areas: vocabulary, decoding, comprehension, spelling, structural analysis.

World Discovery (science and social studies) – Activities in this center focus on units being taught in the content areas. Students perform simple science experiments, work on geography puzzles and collages, and read books and magazines related to the topic being studied.

Writing Productions (creative writing) – Students are provided with various types of paper and writing utensils and a sample writing project which corresponds to a current unit of study, holiday, or season. Students keep all of their writing in personal writing folders which are later used for sharing orally with the class or for publishing.

THE STUDENTS

Students that are passive are now inquisitive and actively involved in the learning process. Because the learning center activities are not teacher directed and students work individually or in small groups, the children quickly begin to develop problem-solving and social skills. They soon learn to work cooperatively with their peers.

MATERIALS NEEDED

Listening Lab – tape recorder, earphones, cassettes, books

Book Nook – books (from libraries and personal collections), magazines, student publications

Number Works – calculators, flashcards, counter, clocks, dice, board games

Creative Corner – construction paper, glue, scissors, paint, jar, fabric scraps

Skills Scene – board games, self-checking activities

World Discovery – maps, globes, puzzles, books, magazines, supplies for science experiments

Writing Productions – various types of paper and writing utensils, file folders, scissors, crayons, glue, stapler, paper clips

CREATIVE VALUE

Developers Johnson and Lumley observe, "The learning centers allow the teacher to integrate many areas of the curriculum and also extend various parts of the curriculum through hands-on activities which change every week to fit the needs of the students and the topics we are studying. Also, the learning center management system which has developed provides for perfect balance of structure and freedom for our students.The students are teachers – assigned to the centers to insure rotation of and equal distribution among the centers. Yet students are free to walk around, talk quietly, work together, and choose activities within the assigned centers."

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MARY HADDOW'S KIDS INC.

Betty Lou Camerino & Georgia Turco

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Youngstown City School District

Elementary
LEVEL

THE PROGRAM

Mary Haddow's Kids Inc. is a school newspaper which creates a forum for the written and artistic expression of Mary Haddow students. It is called a newspaper but its function is more than reporting school news. Each issue contains informative articles or reports, such as Pet-of-the-Month, origins of holidays, famous people, sport news, etc. There is reporting of class activities for each classroom, as well as Student Council and Band News, student and staff birthdays, and a "Featured Teacher." A central part of the publication is the "Creative Corner" where student stories and poetry are published. Also, interview questions are generated for the purpose of giving the students a voice, as well as more opportunities for seeing their names in print.

To implement this quarterly publication, there is a core staff of editor, feature writers, publicity staff, and a reporter from each class. Also, two teachers act as advisors and the school secretary does the layout, typing, and mimeographing. The student editor (who is chosen at the inception of each school year by a winning essay) writes timely editorials, conducts interviews, and oversees the procurement of articles and feature stories. The feature writers may create their own columns or volunteer to write one of the assigned columns. The publication staff informs the student body of upcoming publication dates through posters and flyers. Students compile the completed pages and sell the issues at ten cents each.

Prior to publication, a contest is held, giving students an opportunity to enter appropriate artwork for the cover. A theme, in correlation with the season or a timely topic, is suggested. Any student may create a cover entry in accordance with certain guidelines. They are judged by the advisors, and the winner receives a prize and personal interview which appears in the current issue.

In addition to being the forum for written expression, the paper becomes a personal piece of reading material at age-appropriate levels for all classes. Being personal and immediate makes it a definite "attention grabber" – an important component of language-based experience.

Classroom activities lend themselves to variety. They can range from reports, to interviews, to creative writing. Many formats are applicable. Class projects, trips, seasonal events, holidays, or personal interests or pursuits allow for unlimited topic material. Content areas being covered in the classrooms provide opportunities for reports, poetry, fiction, and playwrighting.

The teacher encourages self-selected topics by first listing five or six topics on the board and then telling the class she will write on one of those topics. Each student must also choose a topic. They all begin to write, including the teacher, as much as they can, as fast as they can. Later, students share their written pieces with the class.

The teacher chooses several, then helps each student edit and rewrite the piece for newspaper publication. This activity is limited only by each child's imagination and is perfect for providing a variety of articles for publication.

THE STUDENTS

All students profit from the experience of writing and being recognized as a contributor. Classroom teachers use the paper in various alternative reading activities. Usually students want to locate their own names in it immediately. This is followed by a review and discussion of page one, which consists of the Principal's Message, editorial, top news story, and list of newspaper staff. Students may then locate their own contribution and read it to the class. The publication can be reviewed section by section throughout a week. All grade levels can learn to recognize and become familiar with different genres of writing.

MATERIALS NEEDED

Friends who teach journalism, other school newspapers, local newspapers, school secretary, mimeograph machine, paper, classroom teachers, school library, and other outside sources through written requests.

CREATIVE VALUE

Developers Camerino and Turco observe, "The possibilities for creativity in producing a school newspaper are limitless. It provides an outlet for every student both literally and artistically. It is multi-leveled, covering every grade level K-6. It demonstrates teachers and children working together in a creative endeavor. It is a public relations tool for it provides this community with evidence of the positive aspects of the education being obtained in our school."

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MOBILE MOTIVATORS

Elizabeth Harney Sullivan

M. L. King, Junior Elementary School

Toledo City School District

THE PROGRAM

Mobile Motivators stress the importance of literature as a prompt in creative writing. Book suggestions have the theme of food to motivate creative writing skills specifically. Extending the same theme and prompts, an approach to different curriculum area writing skills can be generated.

The local TV weatherman was invited to our class to read *Cloudy With A Chance of Meatballs* by Judi Barret (Atheneum, 1979) as a kickoff for a creative writing unit using the general theme of food. The book was then discussed by the class as to whether it was fiction or nonfiction. Favorite parts of the book were recalled and brought forth delightful anecdotes from the children in similar imagined situations.

The next step is brainstorming which develops a group of weather phrases for future use. These are placed on a chart on the blackboard. Selectivity in choosing phrases was important since more material exists than could be used. Combining similar ideas with the pupil's permission helped in this situation.

The children were assigned to write a weather report and not a story about living in the town of Chew and Swallow. This weather report would be read orally in a mock TV setting.

Before the children started to write their sloppy copy, the definition of "sloppy copy" was discussed. They enjoyed the fact that spelling did not matter this time and they could talk to friends freely. Teacher conferences were initiated and proofreading agreed upon. A finished copy was written up. Each day for a week, weather reports were given by 3-4 pupils each morning.

One of the questions asked of the weatherman at the conclusion of the book was about the symbols used on TV and the weather map (science and social studies). Fast foods (tacos, pizza, crepes, etc.) were used frequently in the brainstorming session, leading to discussions of such topics as countries of origin, foreign words, nutrition (diet, weight loss, etc.), health, and math to name a few. These spin-off ideas and queries led to more trips to the library and, most importantly, more writing in curriculum areas other than language arts.

A bibliography had been prepared in advance to be used each week for this unit. Each book reflected different forms of creative writing to be experienced. The unit lasted 6-8 weeks but could easily last a semester.

THE STUDENTS

This program provides the children with the joy of writing different forms of literature, an introduction to many ethnic backgrounds, tools to better express themselves, self-esteem, and a love of books.

MATERIALS NEEDED

A selective bibliography using the theme of food, charts, posters and pictures showing food in real-life and imaginative settings, tape of song "Aiken Drum," and an inexpensive ladle. A visit by a TV weatherman should also be arranged.

CREATIVE VALUE

Developer Sullivan observes, "This program provided the new and innovative ideas for creative writing. It was an enthusiastic solution to boring reinforcement activities for reading and writing skills. It stretched the imagination and curiosity of the teacher and pupils beyond the curriculum, classroom, and community. It offered freedom of choice that encouraged original thinking on the part of the pupils."

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Elementary
LEVEL

NEWSREAD

Cecile M. Coleman

Anton Grdina Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

The Newsread project includes second and third grade Chapter 1 remedial reading students who prepare and distribute a monthly newsletter. Students are responsible for gathering news, writing feature articles, preparing illustrations, and proofreading copy. Final editing and entering text into the computer were teacher responsibilities. Copies were made and distributed to families, classmates, and school personnel.

The newsletter is a vehicle to showcase students' work, to improve home/school communication, and to encourage reading for information and pleasure. The project also served as a powerful motivational force to improve both oral and written communication.

Classroom activities include examination and analysis of newspapers (especially the *Plain Dealer* Mini Page); brainstorming sessions to determine content, length, format, etc.; discussion of the interviewing process, including sample questions and role-playing; preparation of materials for publication (original stories, poems, and artwork); and proofreading of copy. This last activity allows for practice of both academic and social skills. Children learn to offer constructive criticism in a nonhurtful manner.

Cooperative learning is a regular feature of this project. Children, in successive months, experience the roles of interviewer, reporter, writer, illustrator, and editor.

The project is also a logical extension of our whole language curriculum. Skills were taught in context. Children learn to better organize their writing and read more critically. The familiar motto, "What I think, I can say; what I say, I can write; what I write, I can read," again proved accurate.

THE STUDENTS

Student achievement and self-esteem were both enhanced by the project. The newspaper gave these students opportunities for justifiable pride. The quality and quantity of work increased in direct proportion to their self-esteem. Parent/school communication is more positive and frequent than it had been. Parents were better informed about Chapter 1. Some parents submitted articles for publication. Often, extra copies were requested to share with family or friends. School staff also saw the value of the project.

MATERIALS NEEDED

Computer/word processor, printer, printshop and/or newsroom software, copy machine with reducing capacity, and paper.

CREATIVE VALUE

Developer Coleman observes, "Although newspapers are fairly commonplace in upper elementary and secondary schools, one created by remedial students in the primary grades is far from the norm. Student empowerment, specifically, allowing students some voice in determining the material to be studied, is also a new concept for some. Ours is a child-centered curriculum. Students' interests and needs are the primary focus."

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PAIRED READING

Barbara Mezenski

Leggett Elementary School

Akron City School District

THE PROGRAM

Paired Reading is a program in which parents are trained to read with their children at home. Parents are invited to attend an initial inservice at which the program is explained. Throughout the year, there are updated and various forms of teacher-parent contact, as well as training for parents of students new to the program.

Paired Reading has two steps: 1. The parent and the child both read a book together out loud. The parent and the child read every word together, while the parent gives support and encouragement. 2. Reading alone, the child reads independently until he is unable to read a word, phrase, or sentence. Then the parent reads with the child until the student feels comfortable and confident to continue alone.

Parents are taught to tell the child words he does not know. This is not a time to make a child struggle to "sound out" words. Parents are also taught to praise the child, show an interest in the book, and talk about the book with the child.

Both the parent and the child sign a contract to read every night together for 5-15 minutes. At the end of the time, the parent signs the progress sheet, which the child returns to the teacher each week. Children's names are kept on a chart, and stickers are given on a weekly basis for the books read. The children are encouraged to select books as often as needed. The teacher keeps a supply of books in the classroom. These are brought back and forth to school in special book bags.

The initial parent training is in October, at which time the parents are given an explanation of the program and a chance to work with their children with the guidance of the teacher. They are also given the book bags and the packets of instructions at this meeting.

In January, there is an update completed. At this time various activities that can be used with paired reading books are explained. Examples include making books, developing different writing ideas, and showing new books. A discussion is held on what has worked, and parents' concerns or questions are addressed.

In May, the parents are invited to an award ceremony. Certificates, prizes, and awards are presented to the parents and children who have participated in Paired Reading.

THE STUDENTS

Studies have shown that children who are read to and who read at home do better in school and have a more positive attitude toward school. The advantage of Paired Reading is that the parent is educated on how to be a support to the child, especially the "at-risk" student.

MATERIALS NEEDED

Copies of high interest-low vocabulary books for older students, predictable storybooks for younger readers, picture books for the beginning reader, certificates, awards, and prizes for participants.

CREATIVE VALUE

Developer Mezenski observes, "This program involves the teacher, child, and the parent. There is cooperative learning going on, as well as training for the parent. Paired Reading is the teacher and the parent in constant communication working toward the same goal, that of making the child a lover of books and reading."

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Elementary
LEVEL

PHONICS, FLUENCY, AND FUN

Nancy J. Quinn-Simon

Harter Elementary School

Canton City School District

Elementary
LEVEL

THE PROGRAM

Phonics, Fluency, and Fun use poetry to teach a specific phonic skill and to increase reading fluency.The phonics skills identified in our course of study have been correlated with chosen poetry by award-winning authors. Poems were chosen because they embodied the following elements: a designated phonetic sound, a distinguishable repetitive pattern, and an obvious rhyme.

Approximately each week, a specific phonic skill is targeted. Each day, the two-part poetry lesson consists of phonics instruction and fluency practice. The phonic skill focus for the day is identified. The teacher models the recitation of the poem. A discussion of the author and the poem follows. Students identify words with the targeted phonetic sound. The phonic patterns are also identified. Lists of additional known words with similar sound and pattern are generated.

The fluency lesson begins with large-group recitation and whole class choral reading of the poem. Small groups of students then recite, listen, and respond to each other and their efforts. Finally, volunteer student groups (duets, quartets, etc.) perform for the class and elicit positive comments regarding their "performances." Each repeated recitation becomes more rapid, more expressive, and ultimately more fluent. Because this program is continued on a daily basis, the cumulative results are most effective.

Two-part 20-minute Lesson:
Phonics Focus: Long i sound
Poem: What Is It? by Aileen Fisher

Part I. Phonics Lesson

It isn't two, it's only one
And yet we use it twice.
It's round and fat and full of fun
Which makes it doubly nice.
In Fall it has a special place
And here's the reason why:
Its outside makes a smiling face

1. Distribute copies of poem.
2. Discuss other poems by same author.
3. Model the reading of the poem.
4. Identify long i words in poem.
5. Circle long i words on personal copies of poem.
6. List circled words on board:
nice, twice, why, pie, outside, inside.
7. Identify long i pattern i-e-ie-y.
8. Identify and list additional long i words that "fit" these same patterns.
9. Read words together.

Part II. Fluency Lesson

1. Model recitation of the poem. Ask for positive comments (e.g., What did you like best?).
2. Identify the rhyming pattern.
3. Have half the class recite the poem; remaining students listen and respond positively.
4. Groups reverse roles.
5. Have choral reading of poem by entire class. Encourage positive feedback from teacher and others.
6. Divide students into groups of three. Two students recite, while one student listens and responds positively. Students rotate positions until all three have had a chance to listen and respond.
7. Have volunteer student groups (trios, duets, etc.) recite to the class. Elicit positive comments for the "performances."
8. Have students put their poetry sheets in their loose-leaf notebooks for future reference as writing models.

THE STUDENTS

Students are no longer using phonics workbooks. Reading fluency became reality for all students. Informal reading inventory results indicated gains greater than expectations for all students in the program.

MATERIALS NEEDED

Dr. Tim Rasinski, Kent State University, helped me develop my five-step fluency plan. The Canton City Schools Language Arts Course of Study provided specific lists of phonic skills and phonetic patterns, and poetry anthologies such as *Sing a Song of Popcorn, The New Kid on the Block,* and *The Random House Book of Poetry* were a source for quality poems by award-winning authors.

CREATIVE VALUE

Developer Quinn-Simon observes, "This program offers a creative, inexpensive, educationally sound alternative to phonics instruction. This program emphasizes active participation and involvement by the students. Student creativity is 'tapped' when poetry models provide the foundation for student writing.

"This program stresses repetitive, rhyming patterns which enables students to develop and increase reading fluency and improve overall reading competency. Teacher creativity is encouraged."

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POSTING LETTERS TO PEER PEN PALS

Laurie A. McEwan

Hillman Elementary School

Youngstown City School District

Elementary LEVEL

THE PROGRAM

Posting Letters to Peer Pen Pals is designed for students to communicate in written form to their schoolmates from other classrooms. Job responsibilities include having a student serve as the mailman. Job applications were completed and interviewing was done by a team of students with the teacher as the chief interviewer. This particular project was done in both fourth and sixth grade classes.

A mailbox needs to be made. Students were assigned pen pals from the two rooms. A checklist of names was made so that the mailman could check who had turned in their letter before the mail left. A lesson was given on the format for writing a friendly letter. The first letters were checked by the teacher. Later, students checked each other's letters. During October and November, the students had the same pen pal. Sometimes there would be a particular topic assigned to students. The fourth grade had from Monday through Wednesday noon to mail their letters. The fourth grade mailman delivered letters on Wednesday to the sixth grade and then the sixth had until Friday to respond. One Friday the sixth grade mailman took the mailbox down to the fourth grade room so that Monday the letters were on their desks.

Throughout the program special activities were planned. During the four weeks of December, the students wrote a letter that started "Dear Secret Santa, I give you the gift of ______." The gift had to be intangible, a "feeling word." Their letters then had to explain why they were giving that gift and what made it special. The students wrote their letters on round lined paper and then glued them to a foil paper ornament. Each student made a wreath. When the students received their ornament, they put it on their wreath, which was hung on the bulletin board for everyone to read. The bulletin board was titled "Christmas gifts from our Sixth Grade Secret Santas," and the same appropriate title was chosen for the fourth grade. Close to Christmas vacation, the students met their Secret Santas at a party hosted by the sixth grade room (with the teacher's assistance), and the two classes shared their holiday wreaths, which they then took home. Students enjoyed the planning and the party.

After Valentine's Day, the two classes will be sharing a novel, *A Bridge to Terabithia*. They will write about each chapter in their weekly letter. After the book is read, both classes will join together to watch the movie. To conclude the program, a mailman from the community will be invited to talk to the classes, and as a final project, students will send him a thank-you note.

THE STUDENTS

This project enables the teacher to utilize sources other than the text to teach important writing skills. It gives the students a project that they can continuously work on when they are done with other work. Students increase their writing skills in an enjoyable manner. Peer teaching takes place which benefits the students, the teacher, and the school. An outside community person also serves as a role model to students. The program provides a creative and enjoyable learning environment for both students and the teacher involved.

MATERIALS NEEDED

Paper, envelopes, pens, pencils, several copies of a novel, construction paper, foil paper, scissors, glue, cardboard box, crayons, and mailman from the community.

CREATIVE VALUE

Developer McEwan observes, "Students wrote creatively to their pen pals. Valentine's Day letters were in the form of poetry, and Christmas time letters were done on ornaments. Instead of discouraging note writing, the teacher has constructively and creatively turned it into a positive learning experience. Students create questions from the novel, and students answer them in a creative way."

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READ AND ROCK-A-THON

Angela K. Kieffer

Georgian Heights Alternative Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM

Read And Rock-A-Thon was designed to inform students about how they can improve the environment for animals. A local wildlife center assisted us by bringing in some animals to share and discussing some of the ways that everyone can help.

Fundraising was a way that the school could get more involved in the protection of wild animals. An assembly was held, and pupils were introduced to the Ohio Wildlife Center (OWC). The children learned that they could help Ohio wildlife by seeking pledges for OWC from community members. The pledges would represent the number of hours students read while rocking in rocking chairs. Donations would be used by OWC to purchase needed equipment for the center's animal clinic.

Teachers planned lessons in many subject areas that focused on learning about wildlife. The week began with a door decorating contest. Each room depicted a favorite wildlife scene which covered the entire length of the classroom door. Teachers involved their students in making wildlife dioramas, story maps, mobiles, hawk silhouettes, book jackets, bird nest desserts, and clay statues.

The highlight of the program was the visitation of numerous adult readers from the Columbus area. Approximately twenty well-known community personalities shared their favorite wildlife literature with the students.

After donations were collected, a final assembly was held in which a check was presented to OWC. This event was brought to a close by a song feast devoted to wildlife tunes.

Students should spend several days reading nonfiction books on favorite wild animals that live in Ohio. Once the students have gathered information about their favorite animals, have them plan a story map. The story map involves story elements such as characters, setting, events, and resolution. Hold a writing conference with each student to discuss possible ideas for the middle and ending of the child's story. After the first draft, another conference is held with each student to edit his/her paper. Emphasis is placed on sequencing events and providing details. Once a student has a workable story, the child decides how to divide the story into pages for a flip book. The flip book was made from ditto paper stapled together in a stair-step fashion. Following a lesson on measurement, the students drew evenly spaced lines on the bottom half of each page of their flip books. Children copied their stories on the lines they had made in their flip books. The top half of each page was used to illustrate the story. The front cover was used as the book cover. Each child wrote the title of his/her book and identified himself/herself as the author and the illustrator. Then students shared their books with other classes during the Read and Rock-a-thon.

THE STUDENTS

Students recognize the importance of reading on a daily basis. Students realize that they can have a positive impact in the community by playing a significant role in protecting Ohio's wildlife.

MATERIALS NEEDED

Ohio Wildlife Center pamphlet produced by The Ohio Wildlife Center, P.O. Box 14483, Columbus, OH 43214. Framework Question: 4.5

Community leaders who serve as guest readers and speakers.

A collection of library books focusing on wildlife, videos and films on wildlife.

CREATIVE VALUE

Developer Kieffer observes, "The Read and Rock-a-thon provides a stimulating atmosphere for reading and learning. At the same time, students are actually able to assist a community organization in a worthwhile cause.

"This program is also a wonderful way of uniting staff and students as they work toward building friendships and achieving academic goals."

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SUMMER PROJECT FOR ACADEMIC REINFORCEMENT OF KNOWLEDGE (SPARK)

Suzanne M. Stelzer

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Columbus City School District

Elementary
LEVEL

THE PROGRAM

The Summer Project for Academic Reinforcement of Knowledge (SPARK) involves weekly enrichment lessons over the summer months of previously taught materials. This project is targeted for approximately 25 students in grades 3 and 4 as an intervention strategy in the areas of language arts and mathematics.

Each week the student would receive in the mail an envelope containing four sheets, two for math and two for language arts. The project would extend for a period of eight weeks with a total of 16 activities. Along with the sheets, there would be instructions from the teacher and a separate answer key for the parents. Out of the 16 sheets, 10 would be starred by the teacher for the student to bring back to school in the fall for evaluative purposes. Upon receipt of these pages, the teacher would award each student a certificate of accomplishment for adding "SPARK" to his/her summer.

THE STUDENTS

The students returning to the classroom after a three-month break have a difficult time recalling information presented to them in the previous school year. As a result, much of the first six weeks of teaching involves a schedule of reteaching. In order to avoid this, students who participate in "SPARK" have these concepts already reinforced in their memories, allowing the teacher to move on into the fall with new materials.

MATERIALS NEEDED

Mathematics and language arts enrichment activity sheets.

Paperback books, library card applications, and bookmarks.

CREATIVE VALUE

Developer Stelzer observes, "It has been my experience that students returning to the classroom after a three-month break have a difficult time recalling information presented to them in the previous school year. This program allows for students to practice their skills in order to begin the school year with new content material."

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SUPER PALS READING CLUB

Mary Grace Fowler & Denise Zordich

Harding Elementary School

Youngstown City School District

Elementary
LEVEL

THE PROGRAM

Super Pals Reading Club is designed to have students read library books they have chosen to their "Reading Pals." The Super Pals Reading Club meets one day a week for 30 to 40 minutes.

October: Children in the 5th and 1st grade class come together. The 5th grade students are asked to pick a reading pen pal. These pairs stay together for the entire year. After introductions, the "Reading Pals" choose a comfortable place in the classroom to read a library book chosen by their 1st grade pal. They are encouraged to talk about the story as they read.

November and December: After the 5th and 1st graders have read together for two months, they now illustrate the story with their pals, using drawing paper, crayons, and markers. Both children sign their illustrations, and they are kept in a special folder.

January: A simple book report form is introduced to both grades by their teachers before meeting. The form includes title, author, illustrator, characters, and favorite part of the story. The "Reading Pals" talk about the book and illustrate the book on the back of the form. These illustrations are kept in special folders.

February: Children are instructed to work with their pal in decorating a white t-shirt with puff paint.. The shirts will be worn whenever the "Reading Pals" meet. Photos are taken and displayed on a bulletin board.

March: The 1st graders are now able to read part or all of their library book to their "Reading Pal." After full directions are given by classroom teachers, the "Reading Pals" meet to read. When the book is completed, the "Reading Pals" gather materials available and make a diorama. The dioramas are displayed in the classrooms and shared by all.

April: Both classes meet in the school library where they find a book together. After reading, they work on large posters depicting a scene from the story. Posters are displayed in the classroom and shared with other classrooms.

May: After several lessons with classroom teachers involving the making of big books, the "Reading Pals" begin a project that takes several meetings. Materials are available for students to make a three- or four-page big book. The pals work together on simple sentences and illustrations. Books are bound with ring binders and completed together. The "Reading Pals" read their story while being videotaped and share the tape as a group.

June: The "Super Pals" invite parents to an ice-cream social and view the videotapes of big books. Thank-you letters are exchanged between pals.

Classroom activity:

Introduction: Classroom teachers instruct students to read the library books they have chosen with their "Reading Pals." When finished reading and discussing the book, they are to gather the materials they need to make a poster illustrating a scene from the book. A completed sample is shown by classroom teachers.

Activity: "Reading Pals" work together on their project. Classroom teacher is available for help.

Follow-up: Students take their posters to other classrooms to share their work.

THE STUDENTS

The children form a good feeling about knowing they have a friend who helps them every week. The older children have a sense of accomplishment and caring for the younger children. They learn to be responsible and to be a good listener and reader.

MATERIALS NEEDED

Library books, drawing paper, book report forms, pencils, crayons, markers, shoe boxes, construction paper, glue, white t-shirts, puff paint, binders, camera, film, individual folders, and large poster paper.

CREATIVE VALUE

Developers Fowler and Zordich observe, "Reading Pals stay together during the entire year, exchanging friendly notes and sharing kindness to each other. This caring attitude carries over in their relationships with other children."

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TEACHING READING THROUGH LITERATURE AND WRITING

Margaret A. Lavelle

Louis Agassiz Elementary School

Cleveland City School District

Elementary LEVEL

THE PROGRAM

Teaching Reading Through Literature and Writing features the use of children's literature, learning centers, and manipulatives that create a fun atmosphere for reading. Model reading with dramatic expression is done daily. Reading and creative writing will be encouraged by children sharing books with their families. A creative writing center and listening center are expanded. All students are encouraged to write and publish their own book for the Young Authors Conference.

An example is a lesson based on the little book, *Huggles's Breakfast*, published by the Wright Group. This is an 8-page story of a gorilla-type monster and what he ate for breakfast. It contains only 16 words. The pictures tell the story. Even a preschooler could "read" this book. It gives a non-reader a feeling of "I Can Read."

1. An introductory activity is to collect boxes, packets, jars, etc. of foods associated with breakfast. Words on labels are read by the class. This is probably done through exposure to T.V.

2. Individual students could keep a diary of their breakfast for one week. The days of the week are now part of their vocabulary.

3. Dr. Seuss' *Green Eggs and Ham* is an enriching and fun supplement.

4. Create a "Monster's Breakfast" by brainstorming with the group.This is a perfect time to use descriptive words, and illustrations can be very imaginative. The diary and monster's breakfast are books.

5. A "Breakfast Countdown" could be created, such as 10 bowls of cereal, 9 eggs, 8 sausages, etc. This is another student-made book to be reread.

6. Discuss those foods that are good for you. Foods could be sorted into food groups.

7. Read a poem such as *Late For Breakfast* by Mary Dawson. A person rushing through breakfast is a fun thing for the children to act out.

8. Read *Goldilocks and the Three Bears*. Discuss the breakfast in this book. Other versions of the story could be read and a comparison made. The children could act out this story and make stick puppets. It could even be turned into a play to be given for parents or another class.

With a little effort, the children now have four books which they can read – the original and three class-made stories. After learning the "am" rhyming words, many of the students will be able to read *Green Eggs and Ham*.

THE STUDENTS

The use of children's literature enhances the enjoyment of reading. More vocabulary is introduced, especially descriptive words. Skills are taught in a more enjoyable way. Thinking skills are increased. Students gain confidence in their ability through the pattern and repetition of literature.

The student will improve in daily reading through increased language arts, master more skills presented, develop self-confidence in reading and writing ability, develop pride in accomplishment, increase vocabulary, improve reading test scores, build self-confidence in handling manipulatives and materials, increase interest in and love of reading, increase class participation, and increase creative writing ability.

MATERIALS NEEDED

Crayons, markers, colored paper, rubber-stamps, and books of all sizes.

CREATIVE VALUE

Developer Lavelle observes, "The children enjoy rereading in unison as well as individually or with a partner. We then discuss how we can change the story. Often we change the main character, the setting, or the ending. The most fun is the brainstorming period. It is delightful to see how eager the children are and how one idea builds on another."

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A THEMATIC APPROACH TO ELEMENTARY TEACHING-DINOSAURS

William R. Baun &
Mary Turcola

John White Elementary School

Youngstown City School District

Elementary
LEVEL

THE PROGRAM

A Thematic Approach to Elementary Teaching-Dinosaurs is an across-the-curriculum program based upon the theme of dinosaurs and other prehistoric animals. Rather than using the class textbooks as the sole means to teaching the objectives outlined in the course of study, the students' natural curiosity in dinosaurs is channeled to literature and related activities to achieve the desired educational results. As a starting point, the children are exposed to a variety of reading material based upon the dinosaur theme and are challenged to discover interesting facts about a dinosaur they find the most interesting. This information serves as the beginning of an original book created by each child, who also draws on reading material provided by the teacher. While the children are involving themselves in this experience, lessons in all the subjects taught are designed to reinforce both what the children have discovered about "their" dinosaur and the skills being studied in the particular subjects being studied. A unique part of this program is that while the children are studying about these fascinating creatures they are also preparing for a culminating musical program to be presented to the elementary school and their families.

The culminating dinosaur musical, entitled "And Now For Something Completely Dinosaur," is fast becoming an annual affair at the school. While the students study dinosaurs, they learn ten to eleven songs based upon specific dinosaurs or aspects of the study of dinosaurs. For example, as the students learn how fossils were made, and actually make fossils, they learn a song called "Fossils and Footprints." A child is designated as a "fossil expert" and is asked to write a brief narration about fossils to be read during the program. This is done for each song learned in the study. While the preparation for the program continues, a group of children is selected to learn simple dances to be performed during the program.

Dinosaur costumes are also made by each child using inexpensive materials provided by the teacher and the children. The students are asked to bring a white T-shirt to school. It is designed as a painted top to wear. Using oak tag, the students design stencils to paint on the shirts using craft spray paint. Construction paper, glitter, and wobbly eyes are combined to create dinosaur hats for each child to wear. Using fluorescent construction paper, yarn, paint, and dinosaur macaroni, the students create necklaces to be worn over their shirts. The dancers use plastic trash bags, string, glue, and tissue paper to design poodle skirts and hats. All these experiences are combined to create a production each student is proud to be a part of. During this program even the child who experiences difficulty succeeding academically at the lowest level can take pride in the fact that he/she has made a positive contribution to a finished product.

THE STUDENTS

Students benefit because they are exposed to reading material which challenges and interests them. They are encouraged to develop higher-level thinking skills and to discover that even the lowest achieving student can find some area of success which increases his/her self-esteem.

MATERIALS NEEDED

Commercially produced teaching aids, dinosaur encyclopedias and dictionaries, books written based upon research about dinosaurs, videotapes, filmstrips, books and cassettes, assorted art supplies, albums and tapes, overhead projector, across-the-curriculum teaching guides, and fictional dinosaur books.

CREATIVE VALUE

Developers Baun and Turcola observe, "The program is creative because of its flexibility. This unit can be adapted to meet the needs of both the primary and the intermediate teacher. The length of the program is also flexible. We have used this unit for as short as one month and as long as a grading period, all depending upon the interest level in any given group of children."

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THE TODAY CHART

Bonniejean Meyer

Tremont Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

The Today Chart (A Language Experience Activity) teaches students various reading skills, English composition skills, and math skills through their own language. Students become so familiar with these skills that they can easily identify and incorporate them into their own writings.

Part 1:

1. Hang a large, lined chart paper on the board. Pick two colored markers. Choose two students to be "sentence people."

2. Go over the date, day of the week, month, and year with the calendar.

3. Choose a student to dictate the beginning sentence "Today is Monday, February 25, 1991." Write it on the chart paper. Pick 2-3 students to read the sentence as you point to the words, ending with "Excellent!"

4. Ask for the second sentence, which will always be what activity they will have that day. ("We will have gym today.") Write it, pick 2-3 students to read it as you point to the words.

5. Call on a sentence person to give you their sentence. Repeat procedure. Call on second sentence person. Repeat procedure. Open it to the floor, taking sentences and repeating the procedure until there is just enough room for a closing sentence. "We will have a ___day!" They have to provide the sentence with a good adjective.

6. Go back to the beginning of the chart and have the whole class read the chart as you point to the words.

Part 2:

1. In a different colored marker, underline, circle, or box anything that can be pulled from the chart. Call on a student to tell you what it is and what it means in a complete sentence. ("It is a capital T because it is the beginning of the sentence.") Continue until you have covered the skills you want them to be aware of.

Examples of Second Grade Skills Pulled From the Chart:

Math: Identifies the days of the week, dates, and months. Writes the equivalent units of time-days, weeks, and months. Identifies the original position through 31st.

Reading: Antonyms, Synonyms, Prefixes, Suffixes, Sight Words (framing), Vowel Sounds and Contractions

English Composition Skills:

Punctuation (hyphens, quotation marks, apostrophes, periods, exclamation marks, question marks, and commas); Compound Words; Adjectives; Plurals; Capital Letters; Abbreviations; Past, Present, and Future Tense; Beginning, Middle, and Endings; Sentence Structure, and Dictionary Skills.

The chart is done from the students dictated language, not from a controlled situation, and the skills that are covered cannot be predicted. Whatever comes up on the chart is discussed when it is a new skill and reinforced thereafter.

Part 3:

Call on a student to come to the chart and "frame" a word (putting his hands around the word). Repeat with several students. (Eventually the students themselves can be the ones to call other students up to frame.)

Part 4:

Students write in their journals using the same format. These can be shared with the rest of the class using affirmation from fellow students in a short "question or comment" session after each reading.

THE STUDENTS

Students have the opportunity to speak, see, read, and write in their own language from their own experiences. It appeals to children at different skill levels and uses auditory, visual, tactile, and kinesthetic methods. The developmental skills of speaking, writing, and reading are modeled. It models study skills for silent reading, word-meaning skills, and oral-reading skills. Following up with journals gives the teacher a student product that demonstrates their understanding of the various skills and the writing process itself.

MATERIALS NEEDED

A step-by-step lesson plan that includes poetry, creative writing, etc., which could be used in different content areas.

CREATIVE VALUE

Developer Meyer observes, "The 'Today Chart' brings together many different skills and objectives blended together, using the students' own language and incorporating it into all the content areas. Teacher modeling of the writing process develops students' writing skills. The students begin creating their own sentences, writing them properly and developing a beginning, middle, and end in their writing."

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USING LITERATURE AS A MODEL FOR WRITING

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Dayton City School District

Elementary
LEVEL

THE PROGRAM

Using Literature as a Model for Writing enables students to be exposed to good literature and to think about the way words are used, to using literature as a model.

The selection of books follows discernible patterns that children can identify and use as a model for their own innovation on those patterns. Build interest in the book by asking questions or starting a discussion that serves as a springboard. Read the book, ask for responses to the book, then ask if anyone noticed anything about the writing in the book. Discuss the writing pattern, then try your hand at writing a similar sentence or paragraph together. Talk about ideas that you could use, then have the students try to write something using the same pattern. After completion, have students share their writing with the class. You may want to type this writing and illustrate their page by binding it into a classroom book. Some students may make their own book after writing several entries.

A favorite innovation of the text is *The Important Book* by Margaret Wise Brown. Read the title and then ask the children what they thought this book would be about. After accepting their guesses, read the book. Near the end of the book, the students were reading with me because the last sentence repeats the first. For example "The important thing about grass is that it is green. It grows, and is tender, with a sweet grassy smell. But the important thing about grass is that it is green."

Students notice the pattern in the way the book was written. Ask for suggestions to write your new page. Choose a polar bear and decide what is important about a polar bear. We wrote "The important thing about a polar bear is that he is white. He is big, he is a good swimmer, and he eats fish. But the important thing about a polar bear is that he is white." Students then wrote their own innovations. Two thirds of the children did this with no help. The others needed questions to get started such as "What kinds of things do you like or would like to write about? What is important about a ....? What else could you tell me about a . . . ? How do you need to finish this piece of writing?" Almost all of the students in the past two years were able to produce an acceptable entry. The children shared their writing at the end of the writing session. I typed them, the students illustrated their pages, and they were bound into a class book. The book could be read during storytime and students were very pleased to hear what others had written.

THE STUDENTS

The students enjoy reading a book all by themselves and sharing their own book which they have produced.

MATERIALS NEEDED

Books with discernible patterns, writing paper, and book-binding materials.

CREATIVE VALUE

Developer Evans observes, "The program allows the teacher to choose books that he/she enjoys and which provide good literature. It is creative for the children because they can choose their own topic or character to write about and illustrate. Students are able to use their experience to interpret and write about other books of their own choosing."

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USING WORD PROCESSING TO WRITE AND PUBLISH CHILDREN'S CREATIVE WRITING

Sandra Woodyard

Ohio Avenue Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM
Using Word Processing to Write and Publish Children's Creative Writing enables a student to access the computer as a resource for creative writing. The students begin to write on the computer their ideas for writing. They save their writing on data disks. After they have written, a hard copy is printed. Reading each paper and marking it with suggestions to further the child's original idea expands their thinking. The students continue their idea or sometimes begin with a new idea.Try to work with them on the computer with spelling, ideas for continuing their stories, or poems. Keep reminding them to include the 5 W's in their writings (who, what, when, where, and why as well as how). Remind them that a good story has a good beginning, middle, and end. Run another hard copy to see their progress. Again read them and mark them with your ideas and suggestions. Also, mark spelling errors. Allow them to proof each other's work for spelling errors, grammar errors, and help in adding ideas to make their stories better or make more sense. Several students may work together. Then group the stories/poems by subject and rate them. Next, put the stories into a newspaper program on the computer, choosing various fonts and graphics.

Detailed Example of a Classroom Activity

After the classroom discussion on possible topics for the paper, Ebony began to write a story about wintertime. After I ran a hard copy and read her story, I pointed out to Ebony the patterns and repetitions in her story. I showed Ebony how to space her writing to make it "look" like a poem. Ebony continued to work from the original two-verse poem until it became a four-verse poem. Other students helped her to decide on some of the wording they felt would continue the idea and rhythm of her poem. Her poem was then printed in the paper, which was copied and distributed to every student at Ohio Avenue Elementary School.

Wintertime *by Ebony Harrell – third grade student*

Winter is a time for cold,
A time for staying in,
And dressing warm, very warm.

Winter is a time for wearing boots and legwarmers
A time for hats and gloves,
And going in a car instead of walking.

Winter is a time for playing in the snow
A time for making a snowman
And having snowball fights

Winter is a time for eating hot soup,
A time for electric blankets
And drinking hot cocoa.

THE STUDENTS
The students' self-confidence and self-esteem improve as they realize that they are learning to do things that others never had a chance to learn. They learn about word processing on the computer. They experience an easier way to write than with paper and pencil. By working with them individually, they begin to understand how to organize their stories, to make sure they tell as many details as possible, and to realize that they can write a story. Students are ecstatic when their work is published. They learn what it is like to be an author. They love to see their names and their work in print.

MATERIALS NEEDED
Appleworks program by Claris on the Apple IIe, Publish It! by Timeworks on the Apple IIe, and an Image Writer printer and PageMaker by Aldus on the Macintosh computer so printing can be done on the LaserWriter.

CREATIVE VALUE
Developer Woodyard observes, "This program is creative because it takes the student into the 21st century with 21st century tools. Children are not asked to write with paper and pencil or to proofread and rewrite manually. The children learn how they can be a productive part of the future."

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WACKY WEDNESDAY

Nancy Young

Kirkmere Elementary School

Youngstown City School District

Elementary **LEVEL**

THE PROGRAM

Wacky Wednesday is designed to reinforce the sound of letter "W" to kindergarten-age children. The concept of "Wacky Wednesday" was first developed after I read Theodore LeSieg's book of the same title.

This particular Wednesday, everything is "wacky" – the teacher, the classroom, and the children. A few examples: children come to school with curlers in their hair, with different shoes on the wrong feet, and with clothing on backward. The teacher may dress similarly. A teacher has the option of not participating, but dressing as the children do seems to add interest.

The classroom has many things that are "wacky" also. Pictures are upside down. Numbers on the calendar are upside down. Unusual objects (e.g., an eggbeater) hang from the light fixtures. Some of the furniture is turned over.

The class starts off the "wacky" celebration with a reading of LeSieg's book, *Wacky Wednesday*. After the reading, identify and count the "wacky" things seen in our classroom. Each child then is given the opportunity to discuss the "wacky" things he or she is wearing. The boy and girl who are wearing the most "wacky" things are given "wacky" crowns to wear while we parade through classrooms in grades one to three.

Detailed Activity

After parading our marvelous costumes, we make face characters, "Wee Wilma" and "Wee Willie," using edible peanut butter "playdough." Each child is given a paper plate and a ball of the edible playdough. After the children work with the playdough for awhile and are ready to create their faces, give them coconut for the hair, raisins for the eyes, M & M candy for the nose, and strawberry licorice for the mouth. The children will become very creative with the faces, making them as "wacky" as they choose.

This special day makes such an impression on these children. "W" is a letter they will never forget!

THE STUDENTS

Children are involved actively in the learning process. Because of "Wacky Wednesday," the letter "W" comes alive! The children can see it, hear it, touch it, and experience it.

MATERIALS NEEDED

Wacky Wednesday by Theodore LeSieg
Peanut butter playdough from *Kids in the Kitchen* by Nellie Edge (pp. 147-148)

CREATIVE VALUE

Developer Young observes, "The program stimulates the children's creativity because it causes them to think of various ways to use the letter "W." The use of the peanut butter playdough motivates the children to use their creativity during the hands-on activity utilized."

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WE HEAR, WE LEARN

Heather Magana

Robinson G. Jones Elementary School

Cleveland City School District

Elementary LEVEL

THE PROGRAM

We Hear, We Learn is developed for use by all teachers in the school. The program uses prerecorded stories and music for all the stories in the basal text as an introduction to the actual reading of the basal independently. Each cassette tape opens with music themes from the units in the basal. As the music fades out, the reader gives the page, title, and author. For the sake of variety, four teachers read the stories. At the bottom of each page being read, a tone rings to signal to the child that he/she should be looking at the next page. The tapes were read by teachers at our school and mass duplicated, labeled, and boxed for easy use and storage.

Teachers wrote suggested uses for the tapes and distributed them throughout the Cleveland Public Schools. The tapes were also used in inservice sessions for Cleveland teachers as a tool for comprehension, vocabulary development, and many other reading skills.

Many of the sets have been shared with other schools, and the success has been unexpected. This began as a project for one school but has spread throughout the Cleveland system.

Teachers use the tapes in a number of ways. Some play them before a story is read, and the students follow along. Others play the stories and then diagram them using sequence and main idea. Still others have the students listen for key vocabulary words in the story being read and hold up vocabulary cards when the particular words are heard.

The use of theme music is also very important. Since every story in each unit has its own introductory song, the teacher makes copies of the entire song for the children to keep in their reading folders. This helps the children learn the song for the unit. These tapes are a tool for the teacher to use in countless ways.

THE STUDENTS

The program gives children a model for reading, assists the auditory learner, provides unbroken stories to be totally enjoyed for their language patterns, sequences and centralizes thoughts which help the at-risk child understand the stories when questioned by the teacher for comprehension.

MATERIALS NEEDED

Tape recorder, tape sets books, chalkboard, overhead, and vocabulary cards.

CREATIVE VALUE

Developer Magana observes, "This program provides the teacher with a resource for use with at-risk students who would benefit from hearing a story over and over before reading it themselves. It also helps children understand the flow of stories and gives them a better comprehension of what the author intended. The music theme to each unit and the tone at the bottom of every page are also featured to help children."

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WHOLE LANGUAGE MAINSTREAMING WITH BIG BOOKS

Linda Cannon & Carol Hunter

Lindbergh Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM

Whole Language Mainstreaming With Big Books is a project that was utilized in a primary DH class and a first and second combined class. Working together in reading and whole language experiences by using big books (e.g., Wright Group, Scholastic), teachers collaboratively plan and instruct. The period of time and number of extension activities vary with each book.

The lesson is introduced by a non-reading exploration of the book which leads to a discussion of possible predictions of characters, actions, and plot. The teacher then reads the entire book. Observations and predictions are then evaluated. Characters, setting, main idea, and text are discussed before rereading the book as a whole group. Depending on the group, further examination of the three reading cue systems (semantic, structure, and visual) would be appropriate at this time. One possible extension of this book involves a creative art project the children would enjoy and that would also bring meaning and reinforcement to the literature selection. Each child chooses his/her favorite character to draw, color, and cut out. While students are working on this project, they are called by small groups to cooperate in the painting of a large community "mud puddle." When this part of the project is completed, the children can come together as a group for a choral reading, using their characters they created. Upon completion of rereading, all characters will be attached to "mud puddles" for display. Sentence strips of text can be added.

THE STUDENTS

Seldom are developmentally handicapped students mainstreamed for academic subjects due to realistic expectations and appropriate placement. Unfortunately, many enriching opportunities are overlooked for special and regular teachers to work together to reduce prejudices and to develop understanding among children and adults toward disabilities.

Positive results of this program are shared teacher techniques, peer teaching and relating, and more opportunities for intervention academically and behaviorally.

MATERIALS NEEDED

Big books (*Mrs. Wishy Washy*), chart paper, brown paint and brushes, art paper, crayons, scissors.

Resources: Wright Group (storybox) big books

Integrated Language Arts Workshop Participants Handbook

Various professional publications on literature and whole language

CREATIVE VALUE

Developers Cannon and Hunter observe, "This program allows the DH teacher and the classroom teacher to teach cooperatively by using manipulatives and whole class teaching instead of a textbook. This proved to be successful for all involved and it was carried over by mainstreaming in the area of language arts. We decided to begin by using predictable big books appropriate for all our children."

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WRITING AND ILLUSTRATING A BIG BOOK

Mary A. Kallos

Lathrop Elementary School

Canton City School District

Elementary
LEVEL

THE PROGRAM

Writing and Illustrating a Big Book is designed to create a big book. Using the big book, "Famous Faces," eight committees consisting of three students each were selected to paint the following settings: an island, ocean, peninsula, plains, river, fountains, hills, and lakes. The earth parts we had learned in social studies helped us complete this assignment.. The students sketched each setting with a pencil and used tempera paints with long easel brushes to paint over the pencil marks. All paintings were painted on top of students' desks pushed together.

The next task is to decide what animal should roam throughout all of these settings. My students decided to have a cheetah be our main character.

The next step is to guide them in telling a story of a cheetah traveling to all earth parts. We also discussed why they think a cheetah wants to travel and what are some things that could happen to him as he is traveling.

After discussion, gather your students in front of an experience chart and start telling the story. As the story is being told, record their responses on the chart. Writing this should take about 30 minutes. Suggested time period to do this would be at the end of the day.

When the story is completed, copy the written part on ruled 18" x 24" tag boards. Then tack all pages along with illustrations on your outside bulletin board to be shared with the entire school. When taken down, punch two holes and connect all pages with two large metal rings. Then make laminated flashcards of the earth part words and a cheetah animal so the students could place them on pages when reading the story alone or with groups. The social studies vocabulary words and cheetah are able to stick on pages with plastitac or clothespins.

There are various ways to use your big story. We read it each time we start a new chapter in social studies. This not only reinforces learning, but also ties together new social studies concepts with old concepts. Another application and a very successful one is when students choose to read it during "free" time.

THE STUDENTS

Reading skill objectives can be more meaningful to students when they participate as a group to tell a story. A big book project is an excellent culminating activity for the end of a unit or chapter in any content area. Many content areas can be correlated with language arts to reinforce concepts.

MATERIALS NEEDED

Chart paper, tagboard 18" x 24", tempera paints (plastic jars), easel paint brushes, easel stand (to place big book on), two large metal rings, black marker, plastitac, classroom resource books in all content areas, hole puncher, laminating paper, and clothespins.

CREATIVE VALUE

Developer Kallos observes, "There is nothing new under the sun, so any creativity in this project would come spontaneously from the classroom and subject matter involved."

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WRITING FOR SUCCESS

Katherine Suzanne Morris

E. J. Brown Cooperative Magnet School

Dayton City School District

Elementary
LEVEL

THE PROGRAM

Writing for Success is a program developed to fit a school's focus of whole language instruction. As an integral part of the Chapter I program, this special project consists of thirty-eight primary students corresponding on a regular basis with adults who formerly attended our school. Dale Huffman, a writer for the *Dayton Daily News*, wrote an article aiding a search for alumni. The response was overwhelming and the program was off to a great start.

Using the book and filmstrip, *Arthur's Pen Pal* by Lillian Hoban, introduce the concept of pen pals to the students. At least once a month, each student participated in written communication with a pen pal. Copies of letters, written and received, are to be kept in a student made scrapbook. Any additional information obtained such as pictures, birthday cards, and personal comments are collected for the scrapbook.

Additional activities include creating a classroom post office, taking a field trip to the main post office, and learning to write thank-you notes and postcards. A pen pal survey is taken that contains the pen pal's age, years at E. J. Brown, favorite school memories, children's ages, and favorite sports.

As an end-of-the-year activity, the children will be hosting a "Writer's Tea." At this time, the students and alumni pen pals will meet, tour the school, and hopefully develop a lasting relationship.

A specific classroom activity consists of learning the three main forms of letters – personal, semi-block, and block – and when to use each one. The best way of learning is by doing. The students should decide which personal form would be best to use when writing to their pen pals. The other two forms will be used when writing to stores or businesses. Since the children were interested and not able to understand that some pen pals lived in areas outside of Dayton, we decided to write semi-block form letters to the Chambers of Commerce of various cities requesting maps of the area. After the maps arrive, help locate the street or area of their pen pals.

THE STUDENTS

Writing for Success provides personalized and meaningful reading and writing for each and every child. The children are being exposed to new experiences otherwise not available to them, while developing a sense of school and community. Knowing that someone is their pen pal is quite a special feeling to them.

MATERIALS NEEDED

Local staff development grant; newspaper article asking for alumni to be pen pals; letter-writing supplies such as stationery, postcards, envelopes, and stamps; mailbox; supplies for making greeting cards and scrapbooks; camera and film to send photos to pen pals; donations from pen pals used for incentives; classroom library books; maps of several states and cities.

CREATIVE VALUE

Developer Morris observes, "Writing for Success differs in two creative ways from many established pen pal programs. My students are writing to adults from throughout our area and the United States. And more important, these adults were once students at our school. They have memories and tales from times past that they are sharing with these students. These alumni are making the students think and ask questions and share their experiences. The pen pals are helping to model correct letter writing while befriending a child in need. This program is highly adaptable in other classrooms."

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AFRICAN-AMERICAN EXPERIENCE, LITERATURE-BASED UNIT

Gloria A. Dunnivan

Lathrop Elementary School

Canton City School District

Intermediate
LEVEL

THE PROGRAM

African-American Experience, Literature-Based Unit is a literature-based unit focusing on the African-American experience. The objectives of this unit would be to provide students with enjoyable, meaningful, and stimulating experiences with literature through reading, writing, speaking, and listening activities and to help students develop cultural awareness and appreciation for African-Americans.

Books that were chosen for this unit span a time period from slavery to the Vietnam War. To help students understand the place each book has in history, a class time line is kept up throughout the unit. The unit begins with a brief overview of African-American history from slavery to the Civil Rights Movement of the sixties.

This unit consists of a read-aloud book, a core book that is read by each student, small-group book titles (four copies each of seven different books), and thirty different book titles.

Becoming a Nation of Readers (1985) states, "The single most important activity for building knowledge for . . . success in reading is reading aloud to children." For this reason, the unit begins with a read-aloud title, *To Be a Slave* by Julius Lester. The students are given a reason for listening prior to being read to and are asked to respond to what they have heard afterwards in a reading log. Students then discuss their responses with the class.

The core book is *Roll of Thunder, Hear My Cry* by Mildred Taylor. This book is read and discussed by each student in the class. Along with reading this book, students are engaged in a set of novel activities based on the book and used to develop the following reading areas: word study-word recognition or vocabulary, fluency, imagery, comprehension, and writing. Reading logs are used for the purpose of response to the reading and as a springboard for discussion.

Small-group titles are read by cooperative/collaborative groups containing four members each. The groups are given the following choices to vary the reading of their books: read together silently, one person reads while others listen, team read with partners, or choral reading. Each day after they read, the students respond in their reading logs to what they found interesting, surprising, new, memorable, or puzzling. Each group meets with the teacher at least three times a week to discuss their book. Each group prepares a story frame for their book and enters the main events of their book on the class time line. Each group presents a dramatization of a major scene to the class.

Students are responsible for reading one book independently that is related to the theme of the unit. Most of these books are obtained from the public library. The student is responsible for writing a story frame for the book and should report the book to the class in one of the following ways: Be a reporter and report a crucial scene from the book or give highlights of the main character's life.

Classroom Activity: During the reading of the core book, a Reader's Theater is presented of pages 13-19. This is done to develop fluency in oral reading and to help the students develop empathy for the main characters. In this scene, Little Man asks for a new book because the one he was given is dirty. His sister Cassie notices that the books were discarded and designated for "nigra" students and defends him. Both are switched for their insolence.

THE STUDENTS

This literature-based unit is designed to address the characteristics of good readers (Newman, 1985; Smith, 1981). It can turn developing students into good readers. Literature is also valuable in developing an understanding of the effects of social issues and forces on the lives of ordinary people.

MATERIALS NEEDED

Literacy Through Literature by Terry D. Johnson

Handouts used from a graduate class from Kent State entitled "Enhancing the Reading Curriculum Through Children's Literature" with Dr. Tim Rasinski.

CREATIVE VALUE

Developer Dunnivan observes, "This program provides for a novel way to disseminate knowledge. Rather than be presented with facts and asked to regurgitate them, students learn about African-American history by reading about how it affected individual lives, thus having a deeper knowledge of the issues. Activities are designed to develop reading areas through creative means, such as Reader's Theaters, dramatizations, monologues, debates, and diary entries. Activities are also designed to meet the needs of students with different learning styles and are integrated with other subjects such as social studies, language arts and art.

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COMPUTER NEWSPAPER PROJECT

Martha T. Largent

Roosevelt School

Youngstown City School District

Intermediate
LEVEL

THE PROGRAM

Computer Newspaper Project enables students to plan, write, and publish a school newspaper while fulfilling instructional objectives in writing and English, math, art, and computer technology. Students plan the contents of the newspaper; form committees to write, collect, and edit material; and publish and sell the newspaper. Using the computer, students learn to use a word-processing program, after which they are able to enter articles, edit on screen, control layout, plan art work, and bring a hard copy from which the final product is photocopied.

Focusing on the brainstorming session:

Step I: Start the class by discussing the parts of a newspaper. As a result of the discussion, students select the parts they want to include in their issue: articles, comics, reviews, etc.

Step II: Next, guide the discussion to current or controversial topics of special interest to students ages 6-12. A topic for one or two headline articles usually comes forward.

Step III: At this point students sometimes volunteer for specific assignments. Assign students based on a show of interest. Students occasionally suggest other students for jobs.

Step IV: This session ends with a tentative plan of action and topics on the board. Students need several days to investigate, research, and write.

Step V: The second brainstorming session starts with students reporting back to the class. Sometimes examples of work are read. The plan of action on the board is amended as needed.

THE STUDENTS

In addition to providing a motivating way to achieve the instructional objectives already mentioned, it also will help you meet individual needs of students and encourage special talents. The newspaper provides a service to the school. Students are recognized in a very public way by both peers and teachers. It increases the self-esteem of students upon the completion of the project.

MATERIALS NEEDED

Apple IIgs computer with 2 drives
Imagewriter II printer
Silver Burdett English 6th grade textbook
Software: Children's Writing and Publishing
  Center from the Learning Company
Access to a Copy Machine – Xerox
Data Disks

CREATIVE VALUE

Developer Largent observes, "The students are the decision-makers from the beginning of the particular issue of the paper to the end. From the initial forming of committees to the advertising and sale of the final product, students are in charge as much as possible. It gives students more freedom and control than they have in a normal classroom. This project allows students to take the next step in computer use, as well as to improve writing and leadership skills."

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CREATIVE WRITING PROJECTS

Carole Elias

Volney Rogers
Junior High School

Youngstown City School District

Intermediate
LEVEL

THE PROGRAM

Creative Writing Projects is designed for an honors English and reading class to undertake exciting and challenging writing projects during the course of the school year. The students participate in nature walks during which they write beautiful and inspiring poetry, a Christmas-card decorating project which is a twenty-year tradition that has received wide acclaim, a daily journal entry writing and sharing, a Valentine project called "Write from the Heart" for which they write books and exchange them with grade school children, and an environmental awareness program during which they write essays on beautification and follow-up their words with the actions of cleaning up the environment and planting trees.

All of the writing activities flow from the use of journals in the classroom. Students are given 15 minutes a day to begin their journal work. Students write and share their entries daily. They study the poems of Frost, Dickinson, Thoreau, and Longfellow and write poetry themselves. In the spring and fall, the classroom moves outdoors. Students take nature walks through surrounding neighborhoods and woods, and write some very beautiful poetry. Much of this poetry finds its way into the school system's literary magazine.

In November the annual Christmas-card project is implemented. Students first write their verses in class and have them approved by the teacher. Then they proceed to construct their own cards of wood, metal, glass, velvet, parchment, and any other material that one can conceive of! The cards are made as a gift to the class, and they remain with the teacher. In the first week of December, one can view a twenty-year collection of exquisite cards that light up, which are battery run, that are hand-painted, knitted, embroidered, etc. The display is open to the public, and the newspaper and television stations come often to take pictures.

Two weeks before Valentine's Day, the glue, glitter, parchment, yarn, ribbon, and colored markers come out. The students spend two weeks writing the most fantastic fairy tales, myths, books of poetry, and short stories that one could imagine. The students write, edit, and illustrate their books in class with the help of their teacher. The beauty of their writing is matched only by the beauty of their illustrations, which are absolutely gorgeous!

One of the outgrowths of our poetry walks in the spring and fall is a renewed appreciation of and love for nature on the part of the students. This is evidenced by the beautiful poetry that they write. To further show their appreciation for nature, the students enter the essay contest sponsored by Mill Creek Park on beautification. The students first undertake research and discussions about environmental issues in class, sharing and refining their ideas. They then write their essays for the contest. To culminate this activity, last spring the students planted trees at Volney and cleaned the litter and weeds from the school grounds.

THE STUDENTS

This writing program helps the students to become much better writers. It helps them to develop their creativity not only in writing but in many other artistic ways. This program helps them to develop a new love for reading and writing, and it gives them an opportunity to share their talents with others. It also gives them a chance to feel appreciated for their talents. Finally, it gives them a new awareness of and appreciation for nature, the world around them, and the people with whom they share the earth.

MATERIALS NEEDED

The great outdoors, daily journals, poetry anthologies and literature textbooks, pen and paper, art materials (glue, glitter, yarn, ribbon, poster board, parchment, magic markers, paints), grammar books, and creative minds.

CREATIVE VALUE

Developer Elias observes, "Every aspect of this program is creative. The poetry walks are a tradition of many years, now, and they produce outstanding works of poetry and prose. The Christmas-card project, which is the heart of the program, inspires awe in everyone who sees it. In this program, reading and writing are not done in isolation. They are truly integrated in a unique and creative manner.

"Finally, the work that the students do with beautification enables them to give something back to nature which has inspired so much of their beautiful writing in the first place."

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PROPAGANDA TECHNIQUES

Martha Bortz

Beverly Elementary School

Toledo City School District

Intermediate
LEVEL

THE PROGRAM

Propaganda Techniques objective is for one to recognize propaganda techniques used in advertisements, cartoons, editorials, and posters, and on the radio and television. This is relevant as a study skill used in reading, language arts, and social studies in the sixth grade curriculum.

The lesson will describe propaganda – what it is and where it is found. Common forms of propaganda such as posters and loaded words which are typical propaganda techniques will also be discussed and examined. The lesson will consist of five days of study, spending approximately sixty minutes a day with the various activities.

Using examples from magazines and newspaper (editorials), propaganda techniques will be discussed in detail. Students will be able to determine if the examples are propaganda or not. If it is propaganda, the students will discuss what the propaganda example is trying to persuade them to think or do. This will lead to a discussion concerning the characteristics of propaganda: (1) Propaganda is used to make people support certain ideas and actions, (2) Propaganda is often found in T.V. and radio advertisements, and in cartoons and editorials in newspapers and magazines and on posters, (3) Propaganda is unlike balanced objective writing because it gives only one side of an issue.

As a result of this discussion, the students will be able to recognize and reflect upon everyday examples of propaganda and write a paragraph (six to eight sentences) persuading the reader to agree with their viewpoints concerning why they should have a telephone in their bedroom.

Detailed Activity:

The final activity will consist of each student preparing his or her own advertisement to be videotaped by the classroom teacher. In preparation for this, the techniques of propaganda will be reviewed. The lesson vocabulary will be discussed: propaganda techniques, support, undeveloped, overload, disclosed, slanted writing, loaded words, appeal, and persuasive. Examples of propaganda will be presented through pictures and on the overhead projector.

Each student will think of a pretend product that he/she wishes to advertise. These advertisements will use slanted writing and loaded words. They will be colorful and appealing as well as persuasive. The students may use banners, props, and/or costumes. Materials will be provided. They are to be as creative as possible. Their ideas will be approved and rehearsed before the final taping. The complete video of the class advertisements will be viewed by the class. A prize is given to the best advertisement.

THE STUDENTS

The students should be able to identify propaganda techniques and recognize propaganda in magazines, editorials, cartoons, and on posters and in everyday situations. Propaganda techniques are useful as a study skill in order to enable students to think about what they already know about a topic and to predict outcomes to questions that develop as they read a selection, story, or article. This activity is seen as fun and mind-stimulating for the students.

MATERIALS NEEDED

Harcourt, Brace, Jovanovich *Portraits* – sixth grade reading book, pages 470-475.

Videotape, video camera, and V.C.R. Materials, markers, colored pencils, construction paper, and magazines.

CREATIVE VALUE

Developer Bortz observes, "This lesson will enable students to learn a valuable study skill needed when studying social studies, language arts, or reading. Students are able to relate these techniques to everyday situations while at the same time identifying their usage in cartoons, newspapers, and advertisements. It also helps students form their own opinions about topics which might be controversial, such as the Persian Gulf Crisis or abortion."

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R.E.S.C.U.E. (REMEDIAL ENGLISH STANDARD COMPETENT USAGE EDUCATION)

Nancy M. Zabawa

Lathrop Elementary School

Canton City School District

Intermediate LEVEL

THE PROGRAM

R.E.S.C.U.E. is a comprehensive program designed to train intermediate students to distinguish between nonstandard English and standard English patterns and to be able to replace nonstandard elements with standard form in spoken and written language.

Education experts have acknowledged that the extent to which students use nonstandard English directly influences their language development, reading skills, overall progress in school, and mastery of communication skills necessary for success in the dominant society. Many students of African-American and Appalachian backgrounds are "at risk" because of nonstandard English usage and the interference caused. Some African-American educational leaders advocate a three-phase approach to the problem. In the primary years, the school must nurture the child's self-concept and must allow self-expression to flow while constantly providing good models of standard English. At the intermediate level, students must learn to differentiate between nonstandard and standard English forms. At junior high and senior high levels, it is imperative that students master standard English to be competitive in the dominant society which prefers, requires, and often demands its use.

To address this problem at the intermediate level, this program incorporates whole-class instruction, small-group work, and individualized practice using computers, tape players, and Language Master equipment. This program may be used as an intensive unit, but is more effective when embedded in the language arts curriculum.

After a year-long study of samples of intermediate students' writings and oral language patterns, isolate ten elements of nonstandard English which occurred with greatest frequency. Based on the ten nonstandard elements, develop a pretest/posttest, a student profile sheet, lessons and worksheets, quizzes, computer data files, taped lessons, and a set of about 100 Language Master sound cards.

To initiate the program each year, students take the 50-item pretest, which contains five test items for each nonstandard element. On the test, students are asked to identify sentences containing nonstandard elements and to change all nonstandard forms to correct standard English. The results are recorded on the student profile sheet, providing a subscore for each element and identifying areas of remediation for each student. Each of the ten elements are developed with the whole class through a series of lessons with accompanying worksheets and mastery quizzes. Class lessons feature extensive verbal practice. The "Quizmaster" computer program is used with teacher-made data files to practice the target element.

Other activities include review lessons, a taped lesson, and cumulative quizzes. Student scores on quizzes and computer lessons are recorded on the student profile sheet. After all ten standard English elements have been developed, the pretest is administered again as a posttest, and the subscores are recorded on the student profile sheet.

THE STUDENTS

This program has effected a significant increase in students' awareness of N.E.-S.E. patterns, as evidenced by differences between pretest and posttest scores. Students begin to recognize nonstandard elements in their own speaking and writing.

MATERIALS NEEDED

Pretest/Posttest
Tape Player
Student Profile Sheet
Language Master Unit
Lesson Worksheets and Quizzes
Atari Computer
Taped Lessons
100 Language Master Cards
Computer Data Files

CREATIVE VALUE

Developer Zabawa observes, "The program is creative because it flows from my students' specific needs, it features multi-faceted materials which I developed, and it is enhanced by a variety of activities which support all learning styles. The approach is diagnostic/prescriptive, ranging from whole-class instruction to individualized instruction, reinforcing skills of students who use standard English and remediating skills for students who use nonstandard English.

"To my knowledge, there are no commercial programs available that provide skill-training and practice in developmental standard English skills so vital to the present and future success of our students."

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THE ALTERNATIVE TO THE TRADITIONAL RESEARCH PAPER

Ruth Friedman

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Secondary
LEVEL

THE PROGRAM

The Alternative to the Traditional Research Paper is like a scavenger hunt, but with unity of purpose. The essence of the project is that each student will research a single word instead of a topic or a piece of literature. This project works best with second semester seniors who have been through several genres of literature the preceding semester, but it is certainly not limited to that specialized group. The ways to determine what words will be used are infinitely varied. Take a period or two and ask students to brainstorm abstract words from selections we have read. For example, I may ask the students to turn in their literature books to the play *Macbeth*. Then ask what was the underlying reason for Macbeth's downfall. Hopefully, a student will remember the word "ambition." Someone else might call out words such as "pride" or "jealousy." The list has been started, and with some direction, students will continue producing abstract words from the literature they have read. Take all suggested words, but do constructive editing when it comes time for each student to actually choose his/her word for the project.

Once the list has been made, and each student has his/her word, the actual assignment is introduced. Each student will be responsible for finding, reading about, and documenting in writing his/her word in five of eight reference books in the Learning Resource Center (LRC). For example: The student will search for his/her word in Granger's Index to Poetry. Using a poem anthology in the LRC, the student will find, copy, and interpret the poem with his/her word in it. Something on the opposite end of difficulty would be as follows: The student will look up his/her word in an unabridged dictionary. He/she will copy the etymology and the first definition completely. The assignment possibilities are endless. The emphasis of the project is on the word research because that is exactly what is occurring. It makes the process rather than the product the primary focus. It also gives ownership of the project to the students. They select their word. They choose the sources that they wish to use. And ultimately, they are rewarded with the realization that they can do a research project.

THE STUDENTS

This project gets the students into the LRC and the reference section. It forces the students to familiarize themselves with reference books that they may never have seen before.

It is a self-esteem builder to the non-college bound students. With the traditional research paper that appears to be so lofty, many students will accept defeat before they even try. I have observed even my slowest students experience an overwhelming sense of pride and accomplishment when they discover their words in one of the references.

MATERIALS NEEDED

LRC and librarian to familiarize students with reference section
List of words
Assignment sheet listing reference books to use and directions to follow
"I Search a Word," *English Journal*, January, 1990.

CREATIVE VALUE

Developer Friedman observes, "The creativity of the project is that no one ends up disliking a traditionally agonizing assignment. Students hate to do the research when it is a traditional paper. It is too overwhelming. By using the creative researching a word project, the end results are dramatically different. Student, teachers, and even the librarian, who would normally dread students destroying the reference section, are happy with the Alternative to the Traditional Research Paper."

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AN AUTOBIOGRAPHY THROUGH PICTURES

Eunice L. Glenn

East Technical High School

Cleveland City School District

Secondary
LEVEL

THE PROGRAM

An Autobiography Through Pictures has each student write his/her autobiography showing understanding of directions, gathering information, and making proper use of capitalization and punctuation. The things that are important to the student are highlighted to produce creativity and positive language arts and communication experience.

Objectives: 1. The student will be able to define the term "autobiography." 2. The student will use a camera to take pictures from a given list of topic(s). 3. The student will be able to follow a list of given directions. 4. The student will write complete sentences, using proper capitalization and punctuations, about each picture. 5. The student will construct a family tree. 6. The student will become aware of his/her ability to observe and communicate about his/her environment. 7. The student will work at his/her own level of ability. 8. The student will exhibit organizational skills when compiling the autobiography.

This program will take up to four to five months, and will be taught in separate sub-units. An autobiography booklet will be the final evaluation project.Tests and quizzes will be given periodically.

Beginning Information Page

Objective: The student will list personal information and take pictures, with 90% accuracy.

Materials:

1. Ten cameras/film
2. Pen/or pencil (later to be typed on the computer)
3. Paper
4. Blackboard

Procedures:

1. Copy personal information form on board.
   a. My name is (full name).
   b. I am . . . years old.
   c. I was born (birth date).
   d. I was born in (city/state).
   e. My parents' name(s) are . . . .
   f. I am my parents' (first, second, etc.) child.
   g. My favorite color is . . . .
   h. I am happy when . . . . .
   i. I am sad when . . . . .
   j. My favorite food(s) are . . . .
   k. I do not like (name of food).
   l. I dislike it when . . . .
   m. My favorite kind of animal is . . . . .
   n. My best friend is . . . . .
   o. When I want to be alone I go . . . . .
2. Have students copy and complete the sentences.
3. Students will take their first picture. This picture will be of themselves. Time will be permitted to complete all pictures.

Assignment: Take pictures portraying each of the pieces of information given in #1 a-o, in a creative way. (Example: I am fourteen years old. Show yourself having a birthday.)

THE STUDENTS

Students enjoy a chance to share themselves through pictures and to apply communication skills to an everyday-type activity.

MATERIALS NEEDED

Laidlaw English (Level 4)
Units 3, 5, and 7 – Macmillan English (level 5)

CREATIVE VALUE

Developer Simmons observes, "This unit has students write about themselves in hopes to motivate them to think positively about themselves. It helps the students to learn about their heritage, and something that they might not know about themselves. It will also reinforce computer skills. It combines real life with school."

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BLACK LITERARY ARTS PROGRAM

Cheryl J. Ellis

East Technical High School

Cleveland City School District

Secondary
LEVEL

THE PROGRAM

Black Literary Arts Program is designed to focus on current issues which are relevant to black youth in the areas of literature, sports, entertainment, religion, and politics. It is important to continually provide structure as well as a catalyst for youth to further discover and enrich their personal lives in order to be productive members of this society.

There are many black leaders today who have achieved goals and who perhaps could encourage our youth to look at themselves, improve their own self-esteem, and finally tap the resources of learning in order to share with today's society the various talents that have been given to them.

Assign a book review at least two to three times a year in English class. The student is required to read and evaluate the work of the artist whether it be a biography, news article or novel. In reference to the biography that students must read and evaluate, I later have them prepare their own autobiography or write a biography on the life of a family member or dear friend. Writing skills which are used in the recording, are essential, providing a means of communicating the students' thoughts and reactions to their environment. The Black Literary Arts Program would provide students a cross-section of not only biographies but also of current magazines of key interest to the black culture. The books and magazines selected would depict positive role models for the students to both read and write about in an effort to stir some level of interest in setting their own personal goals for achievement.

THE STUDENTS

This project provides a feasible and purposeful access through literature and writing skills development to a means of communication in self-expression in the printed form.

MATERIALS NEEDED

Ebsco Magazine Company – order various magazines of interest to the black youth e.g., *Ebony, Listen, Black Collegian, Ebony Males.*

Follett Publishing Company – order various anthologies of interest in the areas of poetry and biographies about such people as Bill Cosby, Nelson Mandela, Michael Jordan, Rev. Jesse Jackson.

CREATIVE VALUE

Developer Ellis observes, "The creativity of this program is the diverse writing samples prepared by the students, e.g., poetry and short stories which could be a part of the biographies prepared by the students."

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CHILDREN'S LITERATURE

Jayne Huseby

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Cleveland City School District

Secondary
LEVEL

THE PROGRAM

Children's Literature is designed to assist GRAD high school students who will soon be in the role of their child's first teacher. This course is offered as an elective course that might benefit new Americans, students planning on entering a career in early child care, and students who simply want to see what they missed when they were children.

During the year students are introduced to more than 400 children's books. The local library allows me to borrow up to 50 books a week. Each week when I pick up my books, I submit my order for the following week. In order to fill my order, the librarian usually requests books from other libraries throughout the system. Pupils choose at least 200 of these books to read, review, and retell. They complete an evaluation sheet for each book finished. Students learn how to select books appropriate for each stage of a child's learning development. The class practices reading aloud with expression from a carefully selected treasury of read-aloud books. A weekly class lecture highlights authors, illustrators, award-winning books, etc. A highlight of the course is a field trip to a local elementary school to read to kindergarten children.

Students are given two examinations during the year. These examinations evaluate an understanding and application of the weekly class lectures.

A student attitude survey is administered to students at the beginning and the end of the year to determine students' change in interest and attitude.

At the conclusion of the course, the book evaluation sheets are developmentally organized, bound in a notebook, and returned to each student for further reference. This book file will help students remember favorite books which will hopefully be shared with their child.

THE STUDENTS

Most of the parents I am presently working with have marginal reading abilities and do not appear to have been read to as children. Informal observation of these students suggests that books and reading are not a major focus in their home. Research confirms that the most important activity for eventual success in reading is reading aloud to children. This course teaches students, soon to be parents, what kind of books they should be reading to their children.

MATERIALS NEEDED

Children's books requested weekly from the local library.

Resources:

Abuthnot and Sutherland, *Children and Books*, Scott, Foresman Co., Glenview, Ill., 1977.

Cullinan, Bernice E., *Literature and the Child*, Harcourt, Brace and Jovanovich, Inc., 1989.

Trelease, Jim, *The New Read-Aloud Handbook*, Penguin Books, 1989.

CREATIVE VALUE

Developer Huseby observes, "A school system that supports the GRADS program would clearly benefit from the addition of a children's literature course in the English curriculum. It certainly is a modest investment for the unique chance to work with two generations at once. A chance to work on preventing disabled readers is better than the remediation of children who have already failed."

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EAST HIGH READ-ALOUD PROGRAM

Kathleen A. Kimpel

East High School

Youngstown City School District

Secondary
LEVEL

THE PROGRAM

East High Read-Aloud Program is designed to foster positive attitudes about one's self-image. Self-esteem and self-worth are targeted to be addressed through the students' community service. Our students were invited to read to two kindergarten groups at one of our feeder schools.

Students are introduced to the concept of reading aloud to children. They are shown such strategies as how to hold the book for reading and viewing, and how to select a story or book that appeals to the reader as well as the listeners. Students are also encouraged to pay attention to book length, size of print, suitability of subject, and illustrations. Students then peruse our portable collection and select two or three books to practice the above strategies within small groups in our classes. They begin using prereading questioning as used in the developmental reading classes, e.g., "What do you know about ______?" Then guide into prediction by asking "What was this story about?" After this preparation, go to the children's classes and read to them several times to experience the program. At this point invite guest speakers to come to your high school reading classes to aid in improved delivery skills, to create a more discriminating taste in book selection, and to aid in creating an improved sense of drama.

An example of a program activity is as follows: The Read-Aloud Group with a portable library is transported by private funds to the reading activity. The younger children are placed in groups of 2, 3, or 4 on mats or chairs or on the floor to listen to the high school student read the selected book. The students seat themselves at the same level, often holding one child on each knee, and begin the reading session. Often they sing nursery rhymes, repeat rhyming words, and establish left-to-right eye movement by tracing their finger along the line as they read.

Constantly monitor as unobtrusively as possible, encouraging and very quietly offering alternatives if there appears to be a need. Communication with the classroom teacher is important to the impact and meaning of this program. Try often to reinforce something requested that is being studied, such as rhyming words. After 20 or 30 minutes, the students say good-bye. While we are driving back, we share thoughts, humorous anecdotes, incidents, and comments. Praise each of your students for something observed about their demeanor or problem-solving that day. Most of all, thank them for their community service.

THE STUDENTS

To help evaluate the value of this program, I administered a nameless survey. To the question "Were you read to as a child?" 43.6 percent responded no. I then asked the students how reading to the children benefited them. Eighty-two percent gave positive feedback. Some of their responses follow:

- I see how much fun they have and it makes me think.
- I'm not so nervous when I read in my classes now.
- This taught me to look for story meaning.
- It makes me understand how they feel about a book.
- This taught me to look for story meaning.
- It's helping me get used to it for my own kids.

MATERIALS NEEDED

Books donated from private libraries
Newly purchased African-American stories from a children's bookstore
Books on long-term loan from NEOSERRC
Revolving loan of books from the public library

CREATIVE VALUE

Developer Kimpel observes, "The Read-Aloud students are not just faced with lecturing but are applying what is being taught. These strategies are practical but also unique avenues for at-risk high school students to learn such attributes as confidence, poise, and self-esteem. Taking skills to a real situation, they realize the benefit to themselves as they apply these strategies to other children within a reading setting.

"Endless opportunities exist for high school students to continue developing this program. There is a children's theater in the city. Our students could serve as narrators while stories are being enacted; they could read in our children's hospital and children's wards; they could also read to the many latch-key children housed in other community centers. Community service is certainly complemented by this thrust for literacy!"

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PUTTING LITERATURE TO SONG

Belinda M. Manard

McKinley Senior High School

Canton City School District

Secondary
LEVEL

THE PROGRAM

Putting Literature to Song is designed to inspire students to read classic pieces of literature and more importantly to get them to truly understand and enjoy them. Students begin the assignment by reading the text. Extensive discussion follows, so that comprehension of the text is ensured. Students then choose some aspect of the literature (characters, setting, conflict, etc.) and compose song lyrics which parody the given content.

Students then set these lyrics to the tunes of well-known songs (one with which the entire class would be familiar). Students' songs are then presented to the class where they are woven together with appropriate narration. The result is musical parody based upon the literary piece. Once completed, the musical is memorized by the students, performed, and videotaped. The result is shared by that year's group and also becomes a teaching tool to be used with future classes that study the same piece.

Example: Students begin by being assigned a piece of literature. I have used *The Crucible* and *The Scarlet Letter*. After a portion of the text has been read and discussed, students are asked to compose a song for that section as a journal assignment. Reading continues, accompanied by additional composing of songs. When the reading is completed, students bring their songs to the class. Together, the class chooses the songs that will best parody the story, and then the narration is written. Some students volunteer to play major solo roles while others become part of the class chorus. Each class is responsible for an "Act" of the performance. Each class has its own chorus, so that on the day of the taping, most students are able to fulfill their commitment during their English class and need to give no additional time during the day. Other students volunteer to form the orchestra. Since the tunes are simple ones, most of these musicians are able to play them by ear, and they supply us with full accompaniment. Students supply most of their own costumes and props. All of this involvement becomes a part of their preparation/performance evaluation. Following the completion of the project, all students receive individual evaluations based upon their contributions.

THE STUDENTS

The students are given a creative way to study classic literature. This program offers a refreshing alternative to the traditional forms of evaluation, and yet it is every bit as valid to test knowledge and comprehension of the text. It also provides a way for varied areas of talent, such as music, acting, and technical theater, to become part of the evaluation process.

MATERIALS NEEDED

A copy of the literary text for each student.
Poster board for credits, cast list, etc.
Costumes appropriate to text (remember the more representational, the better)
A video camera
Scripts of *The Crucible* and *The Scarlet Letter*

CREATIVE VALUE

Developer Manard observes, "This program allows for student talent while accomplishing the mandated study of certain pieces of literature. Students are responsible for all aspects of the project. The following are examples of some of the creative areas which can be tapped:

1. Writing – the composing of the poetic lyrics.
2. Art – Credit boards and any limited scenery.
3. Technical theater – designing light plots, costuming, and props
4. Acting – performance of the material

"Again the end product is a full-blown musical, and I think the creative titles of our two productions – *Phantom of the Scaffold* and *Hangin' Tough* speak for themselves."

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A SEGUE INTO POETRY

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Columbus City School District

Secondary
LEVEL

THE PROGRAM

A Segue Into Poetry uses lyrics of four famous and quite distinctive popular music artists for students to learn that poetry is music(al) and can be fun. There are six major objectives to this unit:

1. To introduce poetry and basic poetry terms.
2. To demonstrate the individual poet's style.
3. To teach outlining skills sequentially.
4. To show that both poetry and song lyrics use the same devices and structure.
5. To relate/compare poetry terms/style to modern music to demonstrate student relevance and promote motivation.
6. To provide practice on note-taking skills.

Each day's activities vary, yet each has a continuity with the previous day's information. Student activities include taking lecture notes, filling in outlines and then developing their own outlines, listening to music, studying lyrics, and discovering that music and poetry terms are both similar and "user-friendly."

First, students are given the following materials: a poetry term list, an outline of Irving Berlin's life and philosophy, and a songsheet with the lyrics of eight of Berlin's songs. Additional teacher materials include an audiotape of the songs.

After a brief introduction of the unit, the materials are presented. The teacher discusses the pertinent items on the outline (e.g., Berlin's life, philosophy, and how both affected his style) and illustrates those points by playing the different selections from the tape while students follow along on their songsheets. Poetry terms are explained by showing specific examples within the various selections.

Then each of the next three days a different lyricist is presented. Besides Russian-born Irving Berlin (1920's-1950's), there is Georgia's Johnny Mercer (1930's-1960's), Yale's Cole Porter (1930's-1950's), and pop culture's Jim Croce. Each lyricist, because of his education and environment, exhibits a distinctive style.

Also, each day's teacher-prepared outline gets progressively briefer. Students are forced to listen more attentively to pick out highlights and, by the fourth day, develop their own outline.

The fifth day is used to compare the styles of the four writers. Also, one song from each writer is presented and students are asked to identify the writer, based on their knowledge of style.

To test for proficiency/knowledge, students are given a test asking them to correct an outline, identify writers by style, and explain or find examples of poetry terms.

THE STUDENTS

Besides enjoying the music, students also enjoy the variety of information and activities. Most actually look forward to the more traditional study of poetry in their textbook.

MATERIALS NEEDED

A poetry term sheet, four outlines, ranging in complexity from a filled-in to a completely blank page and four songsheets.

Materials needed for the teacher include biographical information on each lyricist (from Who's Who) and a tape of sample songs from readily available albums.

CREATIVE VALUE

Developer Lorenz observes, "Readily accepted songs are used to overcome students' usual reluctance to study poetry. This unit presents a variety of different skills in a short period of time. Students also learn of the cultural diversity of the lyricists and how that affects their product. Other academic skills, such as outlining and notetaking, are acquired painlessly."

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SUPPLY THE BOOK JUNKIE

Nadia Golembiowsky

Lincoln-West High School

Cleveland City School District

Secondary
LEVEL

THE PROGRAM

Supply the Book Junkie is a project that involves buying paperback books for your classroom to inspire your students to read more. When studying particular authors in class, try to show students what else that author has written by displaying books by that author. Usually some book junkie will reach out and borrow that other material, which is not in our text.

For example, when we studied *The Outsiders*, I had copies of *That Was Then This Is Now, Tex, and Rumble Fish* available for students to read.

Also, when students finish a lesson in class, they may go to the bookshelves to browse. Before school, after school, and between classes, students may borrow books. A student may borrow a handful at a time. No sign-out system is used. The honor system is followed – borrow what they want to read and bring it back when they finish.

THE STUDENTS

Students are practicing their reading and have been doing it this way. By placing reading materials in their hands, they are becoming addicted to books and reading.

MATERIALS NEEDED

Books, books, and more books!

CREATIVE VALUE

Developer Golembiowsky observes, "Reading should be something that is fun. Students need to be turned on to reading. This may happen if they are exposed to the appropriate books. I want them to enjoy reading as much as I do!"

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WRITING PRACTICE WITH MODEL PATTERNS

Michael Rusnak

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Akron City School District

Secondary
LEVEL

THE PROGRAM

Writing Practice With Model Patterns uses specific modeling and structured practice for writing literature. It should be an easily remembered pattern. Students can then practice the pattern by writing a series of passages with a similar purpose.

Example: On a handout sheet, students are given the following passage from a short story by the Nobel Prize-winning author Heinrich Boll:

> Apprentices, trucks, nuns. Life in the street. Across the courtyard the grey autumn light came reflected almost silver from the violet drapes to the dining room. Framed in these velvety hangings, guests were eating a belated breakfast.

The passage is read aloud and students are told that it has a descriptive purpose. Next, the three-part organizational pattern of this model is discussed. List three items which are observed, name the place that is described, and continue with two (or more) sentences describing actions.

A pattern layout, made up of blanks and lead words, is drawn on the chalkboard and on the handout, as follows:

There are ___________, ___________ and ___________ life in ___________.
Across the ___________________________.

Next, students are "walked through" an example. Directing their attention to the window, the class writes a short description of the neighborhood. Calling on students, three things they see are listed in the blanks: "bare trees," "parked cars," and "rooftops." Next, we fill in the name of the neighborhood, and add sentences describing actions observed out of the window. The result is as follows:

> There are bare trees, parked cars, and rooftops – life in Firestone Park on an autumn afternoon. Across the street a man is raking leaves. At the stop sign, a group of students is sitting on the grass, laughing.

Our passage is read aloud. Students notice that the sentence groups are specific, concise, and visual. Next, each writes three passages of his/her own. Three exercises are listed on the handout – each with a choice of topics and a layout of the pattern. The first is to describe their neighborhood in the evening or downtown at rush hour; the second, a wedding or a shopping mall; and the third, a ballgame or a concert. When completed, students share their passages. Lastly, students might be assigned a descriptive composition, in which they use the pattern at least once.

THE STUDENTS

This program gives students specific guidance and repeats practice in the kind of writing that is studied. Students often seek guided practice when learning how to write. Once learned, a pattern becomes an outline which can prompt students. When they experience difficulty in phrasing, they ask for a framework, an order into which they can put their own observations and ideas. The pattern then clues students as to what kind of detail might be said next.

MATERIALS NEEDED

A good selection of quality writing samples organized by purpose; handout sheets which break down the passages into a pattern and list a series of tasks, situations, or topics on which the student will write. The teacher ought to have some access to a brief explanation of how the program is practiced.

CREATIVE VALUE

Developer Rusnak observes, "Like vocabulary, organizational, or other skills involved in writing, patterns are another tool which students can employ, a tool which they may not have realized is available. Therefore, from the teaching aspect, the idea of learning short patterns is another twist on the old technique of modeling. With practice, learning patterns might help students with their own creativity. Students are encouraged – and often do – make variations on the pattern studied. It may also ease writer's block, which can be discouraging and can inhibit ideas."

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MATHEMATICS

TITLE OF PROGRAM	NAME	PAGE NUMBER
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Let's Go Shopping!	Edith N. Bowers	[illegible]
Math Fair	Nancy D. Leach	[illegible]
Parents Campaign	Sharon M. Thompson	[illegible]
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INTERMEDIATE LEVEL		
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Determining Rational Roots Using Microcomputer [illegible]	Suzanne R. [illegible]	[illegible]
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ADDITIONAL RESOURCES		
Springboards to Science	Linda Miller	[illegible]

GEOMETRY

Martha L. Justus

Trevitt Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM

Geometry can be very puzzling to students. The abstract nature of lines, rays, points, and segments continuing through the more concrete forms of spheres, cubes, cylinders, and triangles are all a part of geometry concepts.

The children begin drawing pictures that relate to the concepts discussed in the unit as you progress. A shape center needs to be set up of solids and string. This will allow for individual exploration.

Pictures of shapes and "real" things (houses, sun rays, and playgrounds) are used to draw and focus on prior knowledge. Climb up on the students' desks and draw these "concepts" on the ceiling in erasable ink!

The daily formal math lessons are done by students in their seats. Reinforcement and remediation are invited to the back table for small-group work. Students enjoy this time and do not have any problem admitting they need help. Small-group work clearly will minimize problems as the chapter continues. Often, more-capable students tutor and help others during their seat-work time without any complaints.

Another successful strategy that you may want to try in your classroom occurs each morning when the children enter the room. Five or six current math problems are put on the board to complete–students do these in erasable markers on their desks. Students who get 100 percent receive tickets for our weekly lottery of prizes or passes for things they enjoy doing.

Daily, during the unit, you will draw and label shapes and forms on their desks with erasable markers. You may also want to draw and label charts to hang around your classroom.

Another activity you could incorporate would be a shape hunt! For one hour, scour the streets looking for rays, angles, lines, segments, angles, triangles (of all kinds), cubes, and quads that will help your students study for their geometry tests. The shape hunt has helped my class pass the tests! (85 percent passed with a B or higher!)

THE STUDENTS

This project allows students to have extremely positive experiences. Because of the daily successes, they were not afraid of the abstractness of the material. They enjoyed the hands-on activities immensely!

MATERIALS NEEDED

Pictures, erasable markers, chart paper, solids, string, pencils, paper, book, chalkboard, towels, water, and a ceiling.

CREATIVE VALUE

Developer Justus observes, "Students enjoy the hands-on activities using geometric shapes. They all received a positive experience with geometry. This project allows for varied approaches for learning and teaching."

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KIDDY CITY

Gary Capone

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Youngstown City School District

THE PROGRAM

Kiddy City allows for three community stations in the classroom. The stations are a post office, store, and a bank. In addition, there are mailboxes (made from cardboard) for each student. The idea is to have the children use math and writing skills in real-life situations. Four students are in charge of running the program. One child sells items at the store. These items include pencils, crayons, paper, candy, etc., that the children may purchase. Another child runs the post office. Stamps, envelopes, and stationery are sold. The students may write letters to each other. The "student of the week" becomes the mailman for that week. He collects the letters and distributes them into the mailboxes. At the "bank", the third child gives each student who approaches, either play money or play checks. Each student starts out the day with only $1.00. The teacher charges each student $.50 when they break a classroom rule, such as talking out of turn or getting out of their seat without permission.

Students who act as a banker, postmaster, and storekeeper are chosen by their teacher for their ability to count money. Students begin their daily errands by first going to the bank and asking the student in charge for their dollar. They have a choice of obtaining either checks or money. The next stop is the store. They purchase a pencil for $.25. The storekeeper, who has a list of all the students in the class, marks the amount that each student spent. With only $.75 to spend, the students may go to the post office. They may purchase stamps, an envelope, and a piece of stationery. After the dollar is spent, students have to wait until tomorrow. They then write letters to one of the students in the class. They address the envelope and put a stamp on it. Just before lunch, the student of the week (acting as a mailman) collects the mail and puts it in the mailboxes. The students know that they can get their mail either after lunch or after school. Some students are unable to purchase anything because they spend their money unwisely (talking out of turn and breaking other classroom rules). The teacher may charge the student $.50 for each offense. The teacher instructs the banker to mark the students as having withdrawn their allotted amount for the day. Other students may pay a rental fee for classroom games that they use when staying indoors for recess. Students who do not wish to spend all of their money may leave it in the bank to collect interest of a penny a day.

THE STUDENTS

The students benefit by learning how to count money, write letters (using the correct format), address envelopes, communicate through writing, and write checks. Students look forward to participating in the program each day.

MATERIALS NEEDED

Play money, play checks, pencils, paper, candy, play stamps, envelopes, stationery, mailboxes, mailbag, toy cash register, classroom list of names, and other store supplies.

CREATIVE VALUE

Developer Capone observes, "This program gives the student the opportunity to see how real-life situations apply to what is being taught. It also provides an incentive for the students to control their disruptive behavior."

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Elementary
LEVEL

LEARNING THROUGH MONEY MANAGEMENT

Mary K. Miller

Franklin Elementary School

Toledo City School District

Elementary
LEVEL

THE PROGRAM

Learning Through Money Management is designed to introduce and teach students about our money system through hands-on experiences. Students learn to identify the various coins and bills and their values, how to count money and make change, how the banking system works, and how to budget their money to pay rent, taxes, bills, and other expenses.

The project is a daily, continuous effort, but most of the activity occurs on "banking" day. On banking day the students are allowed to cash their paystubs. These paystubs show the amount of money earned by the students on a daily basis; the pay is earned through a combination of completed assignments for a particular day. Several students are assigned various jobs to help complete the paystubs. The classroom manager gives the students credit for doing their regular classroom jobs and credit to any student who has a "money management" job, and then records their pay. The paystub is then passed on to the bank and an assistant banker, who adds up the totals to come up with the final pay. Finally, the paystub is given to the tax collector, who calculates the amount of tax owed by each student. The paychecks are then passed out to the students, who must save them to cash on banking day. The tellers of the bank pay each student his/her salary. The student has the option of placing the pay in a savings account. On the same day, the tax collector passes out the tax bills and collects the taxes (10% of total pay) from each student. In addition the landlord passes out the prepared rent statements and collects the rent from each student.

Through weekly discussions the students are taught about budgeting their money. They learn they must complete their assignments in order to get paid and then budget their pay in order to have enough to pay their taxes and rent. These items must be paid before they can spend their money on extras, such as the games in the learning center, videos, or parties.

This Money Management Program is also used to help maintain discipline. The students are given tickets that indicate a fine they will have to pay for such offenses as talking at inappropriate times, running in the hallway, hitting, kicking, or fighting. These fines are collected (by the teacher) on banking day.

THE STUDENTS

Through this program the students learn the value of money and how to budget in order to meet all expenses. This is a skill that they need to know throughout the rest of their lives. Since this is a hands-on approach to money management rather than just a pencil-and-paper approach, the students are eager and excited about learning. Knowledge is retained longer, and the value of money is better understood in their own lives.

MATERIALS NEEDED

This program was teacher-developed based on personal experience and school math book–*Heath Mathematics*.

CREATIVE VALUE

Developer Miller observes, "This program is creative because it allows the students to learn about money and its management through practical hands-on experiences and relates knowledge to skills they will have learned in their everyday life.

"This program has great flexibility. It can be scaled down to a bare minimum for easier and quicker classroom management. In addition, the program could be expanded in various ways: (1) Set up a court system to deal with the discipline portion of the program, (2) Include language arts activities by having the students write about various money questions, e.g., if you had $100.00 to spend, what would you buy and why? (3) Set up field trips to a bank and/or the courthouse."

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LET'S GO SHOPPING!!

Edith N. Bowers

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Akron City School District

Elementary
LEVEL

THE PROGRAM

Let's Go Shopping works beautifully with primary students of various abilities and interests. Cooperative learning strategies are used during this lesson.The children learn to recognize and distinguish various coins – penny, nickel, dime, quarter. The ability levels and learning styles complement each other in their cooperative groups. The "hands-on" approach to learning seems to be of great benefit to the students. Children need to brainstorm some items that they would like to shop for in a school store. Coin recognition should teach and reinforce the use of extra large coins for demonstration purposes as well as manipulatives. Children also should be given a page of coins to cut out for their shopping trip. The coins are saved in a paper "wallet."

Everyone likes to shop for new things, so a class store has been set up on a multilevel bookshelf and on a bulletin board. After learning coin recognition, the children are now on their way to GO SHOPPING!

The lesson begins with this Shopping ABC's chant with the class.

A B CDE
Let's go shopping – it's fun you see.
F G HIJ
People spend money in lots of ways.
K L MNO
I'll be a wise shopper – this I know.
P Q RST
I'll Learn the value of money.
U V WXY
At school and home I really will try.
Z Z ZZZ
I can count money, just look at me!

Brief guidelines of shopping are explained. A coin recognition game is also explained. The class is divided into two groups. The first group will play the coin game and the second group is ready to shop. The shoppers are given a blank booklet to record their shopping wishes. The students go shopping and find an item that they wish to purchase. The item is recorded in their booklets. The coins needed to make the purchase are taken out of their wallets and pasted on the page next to the item drawn. The price tag needs to be copied as well. This process is continued until the student has run out of coins. Items range from 1 cent to 50 cents. Items offered vary in interest from bubble gum and pencils to hair bows, Christmas ornaments, computer disks, race cars, balloons, stickers, batteries, etc. The groups switch roles after about 20 minutes.

The store is left up in the room for several weeks to be incorporated into learning centers. Story problems can be individualized and written by students or stated orally as a follow-up lesson. Graphing the most-popular or least-popular items chosen can be done with the whole group. Sorting can also be done with the items in the store by category, color, size, etc. Adding the amount of money spent in your booklet and making change are all valuable parts of this lesson.

THE STUDENTS

Shared learning takes place as the children learn the recognition of coins as well as the value of money. The shopping, spending, and recording can be done in isolation or cooperatively. Reinforcement is provided. Students are able to help each other extend the concepts of spending and saving. Some students share or trade coins.

MATERIALS NEEDED

Coin stamps, stamp pad, box of plastic lunch bags, recording booklets, construction paper and cardboard, assorted store items, paper wallets, price tags, white address labels, and glue sticks.

CREATIVE VALUE

Developer Bowers observes, "This program piques students' interest. It provides a "hands-on" approach to learning about coins used in our everyday lives. It allows the opportunity for the cooperative learning model to be practiced and refined by teacher observation. The program allows for individual choice concerning student learning. Immediate assessment without giving a workbook page or test can be done by teacher observation. The "hands-on" approach to teaching is very beneficial to age groups. This lesson can be adapted to meet any primary classroom as well as a multicultural or bilingual group's needs and objectives in the curriculum."

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MATH FAIR

Nancy D. Tondy

John D. Rockefeller Fundamental Education Center

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

Math Fair seeks to implement the use of manipulatives in the daily teaching of math. Do this by introducing each manipulative to the group, while introducing specific skills.

Each student is required to develop a Math Fair project, which integrates the use of a manipulative with a "fun activity" to share with peers. Each child must be prepared to teach a lesson suitable for children in grades one through four. The students then set up their projects and interact with students and teachers from other classes to share fun and knowledge about math. Some students may work alone, while others work with a partner to create the lesson plan for teaching and a backboard (much like the science fair type) which explains their particular activity.

The classroom activity focuses on the Math Fair. There are about twelve stations – constructed by fifth grade students – where younger student-visitors can learn while playing games. A group of no more than 50 students (about 2 classes) visits the Math Fair at one time. The visitors are divided into groups of 4-6, and each small group gathers around one of the stations. The fifth grade student(s) at each station teaches a brief lesson or gives a brief presentation, then supervises a "hands-on" activity with the younger children. After about 20 minutes, the visitors leave that station and rotate to another. Each group usually stays for an hour so that the visitors get to experience at least three stations. A brief description of a project chosen by one of my former students follows.

The station was called "Mystery Number." The fifth grade girl created this station using number games and logic puzzles on worksheets. By combining play money and digit squares, the children she worked with could solve the number puzzles by "acting them out." She later added calculators in order to teach her younger peers how to check their work.

Other stations last year were Problem-Solving with Money and Time, Pentominoes, Fun With Tangrams, Consumer Math, Symmetry, Facts Race, Facts Bingo, Number Games, Using Tesselations, Three-D Figures, and Geoboards. You may want to add activities using fractions.

THE STUDENTS

This project has injected new life into the math curriculum. Manipulatives such as calculators, tangrams, pentominoes, play money, counting chips, compasses, protractors, geoboards, fraction tiles, and tesselation pieces have a "hands-on" approach to add interest to learning.

The Math Fair also gives students in my class the opportunity to be leaders. They explore a concept with enough depth to be able to teach it to someone else. Children of different races and of different age levels work harmoniously together.

MATERIALS NEEDED

In addition to the manipulatives listed above, Moving On With Tangrams; Moving On With Geoboards; Moving On With Pentominoes; Tesselations; The Geometry of Patterns; Calculator Activities for Addition, Subtraction, Multiplication, Division; articles from various issues of *Arithmetic Teacher;* stencils, posterboard, markers, etc.

*Available from Creative Publications Catalog, Sunnyvale, CA

CREATIVE VALUE

Developer Tondy observes, "This program is creative because of its potential for incorporating the use of both discovery learning and cooperative learning, both of which have been recognized as effective methods in mathematics instruction. In addition, the Math Fair program has sparked enthusiasm and excitement around math for both teachers and students, not only in my classroom but throughout the school. It gets children and adults out of textbooks and interested in math in new ways. Also, using manipulatives and creating a Math Fair project require maximum participation on the part of students. They can not sit passively within the clasroom, as they may have been able to do in other math classes. The Math Fair project makes math fun, and making math fun takes away the anxiety and the 'I can't do' attitude so often connected with math."

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PARENTS COMPUTE

Sharon M. Lempner

Robinson G. Jones
Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

Parents Compute is a program designed to invite parents to the school to work on the computer and learn how to operate it. They use the same programs that the children use and are taught the reasoning behind the use of certain programs. Students are able to sit with their parents while they are on the computers. The second phase of this parent education program involves the use of calculators. Parents learn every key on the calculator and how this tool can be used in the classroom for skills other than computation. Parents use the calculator themselves to develop skills and lessons. The instructor uses a matching overhead calculator to help direct the instruction.

The activity involves the use of calculators and computers with both parents and children in the instructional process. Lessons and activities are done with parents and children to instruct the parents on what their children are doing and why they are doing it.

A calculator activity requires parents and students to enter the number 5,678 and be able to turn the 6 to a zero. The children and parents may subtract 6 but find that the six in 5,678 is still showing on the screen. They eventually subtract 600. This turns the six to zero and the problem is solved. This activity is one designed to teach place value.

When using the computer, parents and children use a timed fact-generating program to test children on their facts. While parents solve facts within minute time frames, they are able to see the results of each minute graphed on a grid. They are then able to see which problems they missed, which they were slow to solve, and which were answered correctly. The program is used to reinforce all facts in all operations, with missing addends included in various segments (or missing terms). Parents see the value of the computer as a tool to help children master the facts: a skill vital to all problem solving.

THE STUDENTS

Children benefit when they see their parents are able to reinforce and develop skills at home using the same tools from the school. Parents, children, and teachers are all working toward the same goals and are comfortable with the equipment the children are using.

MATERIALS NEEDED

Computers, computer programs, TI 108 calculators, overhead calculators, and worksheets.

CREATIVE VALUE

Developer Lempner observes, "This program has parents actually using the computer and talking about what each disc is designed to do. The program is the first we have seen to inservice parents on uses for the calculator other than for computation and provide them with the skills to use and understand all the keys and functions."

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PROBLEM OF THE DAY

Sharon M. Lempner

Robinson G. Jones Elementary School

Cleveland City School District

Elementary LEVEL

THE PROGRAM

Problem of the Day involves math problems which are generated everyday through a computer bulletin board. This problem is called in and printed. Multiple copies of the problem are copied and distributed to all third grade teachers in the building. Then students in their own rooms solve the problem using graphs, tables, models, or manipulatives. The answers and strategies are recorded in each student's "Problem of the Day" notebook. Once a week, students from all the third grade rooms meet by the computer and call in the bulletin board (located at Cuyahoga Community College). By group consensus, answers are reached and submitted into the computer. The problem manager then corrects them and sends messages back through the computer to give the school its city-wide standings.

The classroom experience begins with the distribution of the printed problem. The students then glue the problem into their notebooks, and they read the problem. For the next three minutes, each student writes a possible strategy for solving the problem in his/her notebook. After the three minutes are up, each strategy is read aloud and discussed.

The materials needed to solve the problem (such as a chart along with coins and overhead coins) are then applied to the problem. The teacher does not know the solution and is not given the solution by the computer. After the room arrives at a solution, it is recorded and kept for the group meeting. In three days, the group goes into the hall and plugs in the computer and connects it to the phone line. Students from all third grade rooms are sent for and problems are reread and submitted. Messages and current standings from the problem manager are printed and sent to each room for display.

The goal of the program is to provide students with a daily mathematical problem to solve using the strategies and materials recommended by the National Council of Teachers of Mathematics (NCTM) and Cleveland Public Schools Mathematics Department.

THE STUDENTS

Students and teachers are involved in the constant application of problem-solving skills and the use of materials to solve complex problems. All the problems are at least three-step problems and require the use of tables, charts, calculators, and various other materials. The application of technology and problem solving along with the use of various other materials provides students with a rich environment in which mathematics is truly represented.

MATERIALS NEEDED

All students have a three-ring binder and notebook paper. They also receive a problem to glue in it everyday. The use of the overhead and other support materials depend on the particular problem. Graph paper, coins, calculators, and other materials are also used.

CREATIVE VALUE

Developer Lempner observes, "The project is unique because it not only meets the NCTM standards for problem solving but also is done on a school-wide basis. The students keep a notebook all year long which they can refer to when problems of similar format are given. The project is also creative because the teacher does not know the solution to the problem and has to use problem-solving strategies along with the students. The use of computers to take out problems and submit solutions is also in line with the NCTM standards.

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WRITE-AWAY MATH

Marilyn Tullys

Clarendon Elementary School

Canton City School District

Elementary
LEVEL

THE PROGRAM

Write-Away Math allows the teacher to begin with simple objects, such as sticks or cubes. A story is told as the teacher holds up the objects: "Here are 5 sticks. If I put out four more, how many in all?" The teacher then demonstrates the use of imagination: "What if these sticks were books? Who can tell the story now?" . . . "Who can write the answer on the board?". . . "What if the sticks were trucks?" . . . "What if the sticks were pink googly birds?" The teacher can demonstrate labeling of the answer.

"Who will make up an interesting story about putting 3 and 7 together?" The teacher writes a child's dictated story on the board. "I ate 3 potato chips. I ate 7 more. How many did I eat?" The storymaker gets the fun of calling on someone who is signaling eagerness to write the answer on the board. Children are led into writing an original story on their own paper. The teacher provides a guideline such as, "Let's each write a good story that ends with the question 'how many in all'." Share!

As understandings grow over weeks, months, and years, children are guided into writing increasingly complex story problems in all areas of computation.

An example of a Write-Away Math activity: Students are asked to write story problems which require the class to find the difference between two numbers. An example: Jonathan is 70 lbs.; Joey is 60 lbs. What is the difference?

The story is read aloud to the class. The storymaker then calls on another eager classmate to put the answer on the board.

You may want to incorporate stories that use division or multiplication for the solution.

THE STUDENTS

This program is an ideal approach to the introduction of problem solving. Real-life stories as well as imaginative writings are encouraged. Students grow in the pleasures of watching for math stories in everyday life.

Write-Away Math is an approach which intimately involves students in the thinking process. Their originality is nurtured, shared, and appreciated. Language arts correlations, cooperative learning experiences, and attention-holding potential are the strengths of this program for students.

MATERIALS NEEDED

Paper, pencil, chalk, chalkboard, markers, object, pictures, and drawings.

CREATIVE VALUE

Developer Tullys observes, "This program begins where the students are and builds continually and gradually. It is more fluid than rigid, more drawing out than pouring on. It stirs the thinking process.

"It is a supplemental approach which maximizes student involvement because most of life's challenges do not come to us prewritten."

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GINGERBREAD GEOMETRY

Karen C. Rohrs

Hawkins Elementary School

Toledo City School District

Intermediate
LEVEL

THE PROGRAM

Gingerbread Geometry is a creative way for students to explore geometric concepts, measurement, and careers while building a winter village of gingerbread.

This unit has been used with gifted and talented, regular academic, psychologically impaired, and learning-disabled students. It can be adapted for use by younger students studying shapes by using graham crackers and milk cartons. It can also be used by higher-grade levels as curriculum and time permits.

Following eight days of lessons on similar and congruent shapes, types of angles and their measurement, parallel and perpendicular lines, and triangles and quadrilaterals, the students either individually (Plan "A") or in small groups (Plan "B") design a structure out of thin cardboard. It is mentioned that the two sides, two roof pieces, and front and back may be congruent, but flexibility is given permitting more original designs. These pieces become the pattern that the students use when cutting out the gingerbread dough.

If students are working individually (Plan "A"), they measure the ingredients under the supervision of parent volunteers and take home two baggies of "wet" and "dry" mixtures to blend. They roll out the dough, cut around patterns, and bake the pieces at home. Several days later, they return the pieces to school for assembly. In "Plan B", students work in small groups measuring, mixing, rolling, and cutting dough in the classroom. Parent volunteers take them home to bake. After several days, pieces are returned to the classroom for assembly and "embellishments."

During the interim students discuss careers that might be needed for the actual planning and construction of a village. Guest speakers can be invited in at this time to discuss some of the occupations that students have mentioned (engineer, architect, sewer maintenance person, etc.). Giving the students a writing activity about the occupation of someone who might live or work in the structure is a highly motivating experience.

Finally, each student brings in a batch of the simple frosting recipe that serves as "mortar" and "snow" for his/her structure. Much creativity goes into choosing the embellishments for the buildings. Popular choices are candies, pretzels, macaroni, breadstick, cereal, gum, etc. A board, piece of styrofoam, or other sturdy material is used as a base for the structure.

A day is set aside for the final phase of decorating the buildings and assembling the village. Students answer oral geometric questions concerning structures in the village. (Are there any obtuse angles formed on this structure? Show me two congruent shapes on your structure, etc.)

The students take home their creations to eat, or to wrap and save for future decoration in their homes!

THE STUDENTS

The "hands-on" approach to geometry has proven to be a concrete way of improving the students' learning. Problem-solving strategies often are used by the students — should a roof cave in or a piece of the structure chip off, etc. The students really have to think about what they can do to solve the dilemma.

Finally, the very best things about the project are the enthusiasm and pride the students show in their finished product and the fact that they have created a lasting memory.

MATERIALS NEEDED

Magazine Article–"Homes, Sweet Homes for the Holidays" by Ingrid Jacobson and gingerbread house directions by Wilton Confectioners.

CREATIVE VALUE

Developer Rohrs observes, "The opportunities to express inventive and creative thinking are endless in this project! Your students are given a very concrete way to examine abstract geometric concepts . . . creatively!"

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DETERMINING RATIONAL ROOTS USING A GRAPHING CALCULATOR

Suzanne R. Buelow

Fort Hayes Metropolitan Education Center

Columbus City School District

Secondary
LEVEL

THE PROGRAM

Determining Rational Roots Using a Graphing Calculator incorporates the use of the graphing calculator to teach the Theorem of Rational Roots in Algebra II. The theorem teaches students a method of finding the possible rational roots of any polynomial. The calculator will graph the polynomial and allow students to trace the exact rational roots. Instead of being left with the abstract concepts, they get to see the exact answers. Algebra II students typically do not have the graphing skills required to graph the polynomials by hand, but they do have the skills to identify the x-intercepts which are the rational roots. You can extend the lesson to the concepts of irrational and imaginary roots, not found on our lists of possible rational roots.

It takes very little time to get students comfortable with the key strokes necessary to graph even fourth- and fifth-degree polynomials. The visual display of the graphing calculator answers many of the "Why are we doing this?" questions by students. You may want to incorporate either the overhead graphing calculator or the individual graphing calculators into as many lessons as possible.

The actual lesson plan for this section calls for the presentation of the theorem and then a problem set to determine the list of possible rational roots. The students are then told to graph each polynomial using a graphing calculator and sketch them on their papers. They then trace to find the exact solutions and check their answers with their lists. The overhead TI-81, which shows what their graphs should look like, helps them use the trace key. Students could help each other at their seats.

You may find that you can individually help those who are having problems and still keep the class moving by changing the overhead graph. It normally takes two class periods to finish the graphs. Access to graphing calculators could be put on closed reserve in the Library Learning Center.

THE STUDENTS

The graphing calculator has brought excitement into the algebra classroom. Students rush into the room and are anxious to get started with their graphing. They take it as fun and are actively involved.

MATERIALS NEEDED

Overhead and graphing calculators.

CREATIVE VALUE

Developer Buelow observes, "The use of graphing calculators is on the cutting edge of today's technology. Graphing calculators are completely changing the mathematics (and science) curriculum. Your students will have the benefit today of what will be very commonplace for technology five years from now."

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GEOMETRY OF THE ARTS

Phillip E. Paxton

Fort Hayes Metropolitan Education Center

Columbus City School District

Secondary
LEVEL

THE PROGRAM

Geometry of the Arts is designed to integrate geometry across the curricula of history, art, home economics, and English. This project begins with a historical perspective in the form of a library assignment, exploring the variety of quilts (e.g., temperance quilts, prohibition quilts, Amish quilts), how quilts were made in the United States, and which groups are still practicing the art of quiltmaking. Through this assignment, students learn an appreciation for the craft of quilting, recognize some traditional quilt patterns, learn that quilts were used as an expression of art or cultural values by the different religious groups, and perceive how the communal art of quiltmaking is practiced.

After students finish their research and have made some basic geometric constructions, they are given several sheets of paper with five-by-five inch squares on them. The students draw and construct their own geometric patterns in the squares; these patterns are usually intricate, ornate, and often original. Emphasize to your students that, as in the writing process, these designs are in the rough draft stage and it will probably be necessary to redesign and modify their first efforts.

After your students revise several different designs, they each select their design for the class quilt they will be constructing. As students become more aware of the fact that they actually must sew their design, the patterns become less intricate and plainer. (While this is not desirable, it does enhance the appreciation for quilters in the past.) Students then draw the final design in black and white, and the teacher duplicates five copies of each student's pattern for the next phase of the project.

The art teacher is invited into the class next to give a demonstration and lecture on color and its effects on the observer. Students then color their design using five different color combinations or more if they wish. Students become aware that as the colors change, so does the perception of the pattern.

When your students begin the final phase of the construction process, they will sew their patterns and attach their square to a piece of background material. After all squares are completed, a panel of students arranges them so the final quilt is a blend of colors and geometric patterns that is appealing and artistic. A seamstress finishes the quilt.

Finally, students write a short paper describing their feelings about the quilt project. They are to include (a) what they learned historically, (b) what they learned about geometry as applied to quilting, and (c) what they learned about the effects of color. Just as the squares varied, so will the answers to these questions.

An example of a classroom activity may be to give students several sheets of paper with five-inch-by-five-inch squares on them. The students are given minimal instructions to use only the compass and straightedge to design several patterns for their quilt square. Further, only geometric figures can be used. Students are encouraged to use their imaginations and create as many varied patterns as they wish.

THE STUDENTS

The students see geometry as belonging in art and the everyday world. Geometry is viewed as something more than theorems, corollaries, and definitions of the traditional course. Geometry is viewed as history by being part of the social structure in earlier times and as an art form in the past and present.

MATERIALS NEEDED

Library materials are used to research the following: (a) crafts, (b) history of early America, (c) antiques, and (d) color as art. Paper is used for designs and the copier for duplicating. Crayons, colored pencils, and cloth for background material are necessary.

CREATIVE VALUE

Developer Paxton observes, "Students create their own design and follow through to completion of their square. They use their own color scheme and are limited only by the space allocated, use of geometric figures, and their desire to be artistic and original. The final quilt demonstrates how diverse ideas can come together to form a cohesive, artistic product when placed in a logical order and blended together.

"Geometry is brought into the realm of fun and moved out of the traditional mode of proofs and problems."

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SCIENCE

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Science Projects for Second Grade	[illegible]	[illegible]
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Experiments in Physics	[illegible]	[illegible]
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ADDITIONAL RESOURCES		
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THE ALL-DAY KINDERGARTEN RECYCLING PROJECT

Irene Melvin

Reeb Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM

The All-Day Kindergarten Recycling Project is a four-stage aluminum can recycling project. The stages are as follows: first stage, responsibility/anti-littering; the second stage, recycling for profit; the third stage, recycling as a habit; and the fourth stage, reduce, reuse, and recycle.

During stage one, Phil Meeup, a character from the Columbus Clean Community who often walks in parades or visits outdoor festivals, visited the children and spoke of litter problems. The children heard the story "Just A Dream" and discussed the fact that landfills and dumps cannot keep taking more and more trash. Through group discussions they decided that it was their responsibility to help keep the Earth as clean as possible.

Stage two, use cerrobend (a metal that melts at 158 degrees) and, with the help of an electric frying pan and a glass beaker, show the students how metal transforms to liquid when it is heated. Then, pour the molten liquid into a candy mold. (When it cooled we had a teddy bear.) You are then ready to introduce the concept of recycling. For sharing, have each child bring in an empty aluminum can. Read the can labels and pile them up. At the end of the week, look at how big the pile is and discuss how to get rid of it. Discuss how much space the pile would take at the landfill. Crush the cans to see how much space they still take. Finally, tell the children that you know of a place that could melt down their cans the same way the cerrobend was melted. Tell them that you could, if they were interested, sell this company their cans to be recycled.

COSI's Trash to Treasure demonstration helped usher in stage three of this project. The presentation helped the children renew their commitment to litter prevention and to recycling. It also opened their eyes to paper and plastic recycling.

As the year continues, bring in materials for the children to reuse in art projects, and help the children discover new uses for other materials. The goal of this program is for children to feel that litter prevention and recycling are second nature.

Another activity that you could include is as follows. Dump your trash can so that all can examine, count, and classify the daily classroom trash. (Ahead of time, I made sure that there were a few metal cans, some steel, some glass jars, and plastic items in the trash can.) The children have to use observation skills to identify likenesses and differences. They had to classify according to attributes, which began discussions about raw materials used, magnetism, and of course, what can and cannot be recycled. The children also had to use language, reading, and counting skills. Graph your results.

THE STUDENTS

The students and you will benefit from this project in several ways. Most evident is the economic aspect of this project. During the first semester this year, we made a little over fifty dollars. We were able to get involved in some cooking projects that otherwise would not have been possible. But perhaps, more importantly, you are able to teach all subject areas in a very real-life way. You will meet every objective that a kindergarten program has while working on recycling, including a deep sense of pride for helping your community. Children can come to understand that reading, writing, language, science, health, and math are not ten-minute segments of a day, but rather necessary skills needed for life.

MATERIALS NEEDED

Recycling bins, storage bags, cerrobend, admission cost to COSI (field trip), books: *The Lorax, Just A Dream, Fifty Simple Things Kids Can Do To Save the Earth, Paper by Kids, Recycling Handbook* (by Windstar Foundation), *Ecology*

CREATIVE VALUE

Developer Melvin observes, "This program meets many needs. Parents feel involved when they help their children collect materials to be recycled. At the same time, children whose parents are not supportive can also be of help to the community by simply bringing in their own cans or those they have found outside. This program promotes learning in all of the content areas in a most natural way . . . the children must read, write, compute, express themselves, and use scientific reasoning. Success is quick and constant when the entire class is recycling. The children feel a part of a winning team, with each member being important; self-esteem rises. Currently Americans throw out enough aluminum each year to rebuild our entire commercial air fleet four times. Hopefully, this project will also halt some bad habits."

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GROWING WITH GREENERY

Teresa Blanken

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Elementary School

Dayton City School District

Elementary
LEVEL

THE PROGRAM

Growing With Greenery allows students to grow (from seeds, bulbs, and starts) a variety of flowers, plants, vegetables, and grass. Students learn to be responsible, on a rotating basis, for group activities and projects. These activities incorporate research skills, measurement, and record keeping. The purpose of this project is to provide "hands-on" experiences, which will enhance the existing curriculum tenfold and tie in the areas of math, reading, creative writing, science, self-esteem, and community involvement, all under the guise of "having fun."

Objective: Students will grow herb plants for sale; the proceeds will be donated to a charitable cause.

Sessions: 5-6 forty-five minute sessions.

Activity #1: Using soil, pots, and seeds, water-plant seeds in individual pots. Place inside large plastic trays, cover pots, place under grow light(s).

Activity #2: Creative writing – Design flyer to advertise plant sale.

Activity #3: Maintain bi-weekly record of observations of germination periods for each type of herb, watering/fertilization schedules, and any problems encountered.

Activity #4: Creative writing – Use writing process steps to develop individual poems/limericks to accompany plants to their "new homes."

Activity #5: Play "Plant Doctor" – Students work in groups of four, using plant guide and care books in order to identify specific problems/solutions for any difficulties encountered.

Activity #6: Reading – Students will use reference material to write reports detailing varied uses for herbs being grown.

Activity #7: Using mature lemon balm and peppermint plants, students will celebrate project completion by making herbal tea drinks and cookies.

Activity #8: Students will determine a worthy organization to which they will make a donation from plant sale, by contacting local organizations, obtaining information, presenting information to class, and group decision making.

Activity #9: Project completion – Donation made.

THE STUDENTS

Participation in this project will enhance the following skills: problem solving, predicting outcomes, record keeping, creative writing and design, exercising leadership in an organization, developing a sense of community involvement and an awareness for the need for conservation. Through a trial-and-error process, students will attempt new challenges and will become comfortable with the concept that previous mistakes may become stepping stones to future successes.

MATERIALS NEEDED

Potting soil, seeds, 50 three-inch clay pots, 2 large plastic trays with lids, plant care/guide reference book, existing plants for stem/leaf cuttings, spray bottle, plastic jug, 10 markers, four grow lights, ribbon, and plastic wrap.

CREATIVE VALUE

Developer Blanken observes, "This project is an innovative approach to incorporate record keeping, problem solving, leadership, and task-centered cooperation skills. The project provides an opportunity for students to express themselves through written mediums. It allows for designing and executing plans for activities, such as theme-oriented flower arrangements and community service projects. The opportunities to learn from one's mistakes and realize successes are the resulting beauty from the greenery surrounding the classroom.

"This project enriches one's 'giving spirit' because you are able to share, through gifts of flowers, plants, and/or donations from the sale of plants, with charitable organizations."

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HOW TO CHANGE A SEED INTO A PLANT

Sandra White

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Columbus City School District

Elementary
LEVEL

THE PROGRAM

How to Change a Seed into a Plant introduces major concepts that will explore gardening with your students. Through cooperative learning and peer teaching, students will discover the wonder of life through plants. Once students understand a concept and can demonstrate it, they in turn share their knowledge with our three kindergarten classes. They begin sharing knowledge of seed types using hands on projects. Together, the third grade student and the kindergartner nurture their plants to maturity. This unit can be done entirely in the classroom or extended to an outside garden.

Lima Bean Growth Activity

Objective: Students will plant lima beans, observe, and chart growth.

Procedure: Distribute the materials to each pair; students place cotton inside the cup. A lima bean is placed between the cotton and the cup. Water the bean in the cup and place it in the lunch bag for 2-3 days. Graph the changes in the lima bean and record your findings in a science journal. Place the cups in a sunny area, making sure the cotton stays moist. Students will continue to record changes in the lima bean and transplant the plants into potting soil (staking the plants up).

Closure: Students will share their plants and growth charts with one another. Students may make a t-shirt illustrating the various stages of growth of the plant.

THE STUDENTS

This unit is a cooperative learning unit. Teams of students help each other learn and are free to give the individual help that some students require. When given the opportunity, students take great pride in making sure their teammates as well as themselves understand the concepts presented. The students (third grade) are also reteaching all the skills and knowledge they learn to the kindergarten classes. To be able to teach another person any skill, you must fully understand the concept yourself. Students show great patience and empathy when teaching the kindergartners. Each time, notice the measure of increase in self-esteem after each lesson. The students are learning to become public speakers and teachers, as well as gardeners.

MATERIALS NEEDED

Each pair of students will need one clear 8 oz. plastic cup, 3" by 8" piece of cotton batting, three large lima beans, water, wax crayon or marker to write names on cup bottom, and a small paper lunch bag.

CREATIVE VALUE

Developer White observes, "This program can be adapted to all levels of learning. It includes math (charting of actual plant growth, measuring the correct depth for planting seeds, spacing of rows, determining the area of the outdoor space needed, counting seeds and containers, and determining the correct amount of potting soil needed), social studies (planting seedlings common in different times and regions), language arts (keeping a daily journal of gardening activities and teaching experiences), and science. I believe the sharing of skills and knowledge with younger students is a creative approach. The approach can be alternated depending on the group of students. The design of the unit can fit the needs and the interests of your students.

"This program can either be completely done in a classroom, with only one class participating, or it can be extended to include the entire school."

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HUDSON ELEMENTARY'S YOUNG SCIENTISTS PROGRAM

Florence Allen & Mary Kindred

Hudson Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM

Hudson Elementary's Young Scientists Program increases a student's understanding, appreciation, and motivation to learn science. Since there is a predicted shortage of scientists for the future, this project will help you address this problem.

One thing that contributes to the lack of student proficiency and excitement about science is the reluctancy of some teachers to teach it. This is due to unfamiliarity with certain scientific ideas and unfamiliarity breeds contempt. This situation significantly reduces the amount of scientific learning opportunities for children.

You do not have to be scientific leaders. This program creates a relationship with science and shared information; therefore, you could demonstrate how easy it is to do science. You will act as a catalyst in your school and provide teachers with the support they need to start their own science programs in their classrooms.

The Hudson Elementary's Young Scientists Program serves teachers/leaders for thirty children, from grades 1-5. To get members, we asked each teacher to submit the names of students who were interested in being in a science club. The response was overwhelming! Consequently, we chose thirty children to be in the program for first semester and thirty for second semester.

THE STUDENTS

The value of the program is the intellectual development of children. The Hudson Elementary's Young Scientists Program offers a science curriculum that provides a variety of learning opportunities that create a broader understanding and awareness of scientific concepts and processes.

Children are encouraged to guess, test, describe, record, and explain. Students will investigate, experiment, hypothesize, and conclude. Not only are they learning, but they are having fun!

As teacher/leaders, striving for student achievement, enthusiasm, and excitement are a desired goal. You can lay the groundwork for the future. It gives you a chance to be creative and interface with the community. It also gives you a chance to develop a strong, collegial relationship that serves as a positive, motivating force for other teachers.

MATERIALS NEEDED

Resources: 4-H gardening kit, video, "Jason's Journey," *The Growing Classroom*

Speakers: educational specialist – Columbus and Southern Power Company, Gloria Letts; science supervisor-Columbus Public Schools; teacher recommendations and cooperation; principal guidance and cooperation.

CREATIVE VALUE

Developers Allen and Kindred observe, "You are able to work with five grade levels, girls and boys, different ages, different races, and different ability levels. Students are working cooperatively and developing good working relationships.

"This program allows linkage with the Just Say No Club in our school. The Just Say No Committee believes that children need positive alternatives to saying no. They feel children need to develop outside interests and hobbies. The Hudson Elementary's Young Scientists Club creates opportunities for them to develop some outside interests.

"The creation of this program has been very rewarding to us. Since we have started the club, we have joined with one other teacher on the staff in a school/business partnership. This project links classroom teachers, engineers, and scientists in a relationship that can foster improvement in your math and science curriculums."

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JOURNEY'S END

Kathleen Susan Thomas

Sheridan Elementary School

Youngstown City School District

Elementary LEVEL

THE PROGRAM

Journey's End is designed to make students more aware of the environment. This program allows for interaction with the environment in positive ways and evaluates concerns within the environment that utilize creative problem-solving skills to improve the environment.

This activity is a part of a unit about the Earth's future. A preliminary study of the earth includes a study of energy conservation and alternate energy sources, pollution, recycling, overpopulation, and conservation of natural resources. The students are to use this information to evaluate and recreate an ideal neighborhood.

The program begins with a discussion of problems faced by inner-city neighborhoods, such as the one where the students live. After listing as many problems as we can think of, a walking tour of the neighborhood with pencils and sketch pads was conducted. Students are instructed to draw or jot down areas of concern viewed during the tour. Upon returning to the classroom, a discussion of our findings is conducted. After the discussion, the students make a map of the area, including all structures and natural areas. Maps are compared to correct any errors in design.

Students are encouraged to list both positive and negative elements within their neighborhood. Students will clip magazine pictures and sketch or describe things they feel would improve the quality of life in the neighborhood and/or things which would protect the neighborhood environment for future citizens.

Students remap the neighborhood, making what they feel are necessary changes in structures and natural areas. Then, students may create a diorama of the newly designed neighborhood for presentation to the class. During the presentation, students take on the job of city council members who must discuss the various proposals and their feasibility. Also, encourage students to discuss what they could do themselves, as members of the community, to implement some simple improvements.

THE STUDENTS

The students gain insight into their community and learn to see it in a new light. Students gain a sense of pride and ownership in their neighborhood, and begin to develop a sense of empowerment through decision making.

MATERIALS NEEDED

Science textbooks; health textbooks; field guides to local trees, birds, wildflowers; hand lens; camera/film; graph paper; sketch pads

CREATIVE VALUE

According to developer Thomas, "The program allows previously learned skills and information to apply toward something within the students' own lives. Students are involved in a hands-on activity which empowers them to create a better place to live for future generations. They may use a variety of materials to create their finished project and have the opportunity to explain the project both orally and in writing for those who have difficulty expressing themselves in one form. In the past, I have found that students become very involved in this project because they are rarely allowed to work with something they feel so comfortable discussing. Students enjoy being the architects and engineers of a new world."

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LIGHT UNIT

Joan E. Schrader

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Akron City School District

Elementary
LEVEL

THE PROGRAM

The Light Unit lessons are prepared and designed to give a sampling of instructional lessons about light. Some extended experiences will help students relate these scientific principles to everyday life. The computer will be used actively as a tool in some of these lessons.

Objectives: Students will learn the following through study and experimentation:

Science:

1. Light is composed of particles and travels in waves.
2. Light is invisible unless it is reflected.
3. Reflected light allows us to see objects and colors.
4. Light reflection varies in intensity and can be measured.
5. Light gives off varying amounts of heat according to intensity, and can be measured.
6. Bent or broken light beams result in a spectrum of colors and optical illusions.
7. Light is energy released.
8. Light has always been a source of wonder and investigation for man.

Math:

9. Students will calculate the differences measured in 4. and 5. above.
10. Students will be able to arrange differences in sequential order.
11. Students will be able to estimate outcomes.

Reading/History:

12. Students will research discoveries about light made by Einstein, Albert; Edison, Thomas; Newton, Sir Isaac; Michelson, Albert A.; Maxwell, James; Faucault, Jean B.L.

Writing:

13. After research is completed, students will choose one person from the list and write a report.

Art:

14. Students will use "coffee filter" project to see the colors of the spectrum sorted naturally.

Lesson Two: Reflected light varies in intensity and can be measured.

Preparations: Room should be darkened, light probe attached to computer, program disk inserted

Materials and Equipment: Colored papers, small pieces of blank paper, light source (flashlight), light probe, computer program from science tool kit

Observations: Without talking, students are to place themselves in a line according to how visible their clothing would be to someone driving at night. Be ready to tell why you chose that spot in line. (line up)

Discuss: Why did you choose to be where you are in line? You already know something about colors and how they reflect light. Now you will learn more.

Predicting: These are the colors we will be using in our light experiments today. List these on the small paper I gave you in order from most reflective to least reflective. Put these predictions in your science folder.

Activity: Using the light source and the light probe, measure the reflection given off by various colors of paper. Record these measurements. Calculate the differences between colors.

Extend: Make a graph to show how colors reflect light. Tell what colors are usually worn in summer or in winter and why.

Evaluate: Take out your predictions! How close to correct were you?

THE STUDENTS

The overall value of the light unit may be measured with the final critique sheet given to the students. The responses to "the favorite" lesson were varied when responded to by three classes. That showed that there was something of interest for most students. Students retained and were able to restate many of the important ideas presented. Interest was keen throughout these lessons.

MATERIALS NEEDED

Access to a computer

Books: *Teaching Science to Children: An integrated approach*, Dr. Alfred E.Friedl, Random House, New York, 1986.

Science Toolkit Plus Master Module, Jim Gahl, for Broderbund Software, Inc., Artype, Emeryville, California, 1989.

CREATIVE VALUE

Developer Schrader observes, "The use of the computer in these lessons has to be the most creative aspect of this unit. In addition, the wide range of subjects other than science included in this unit demonstratess creative planning across the curriculum..

"A wealth of information from many sources combine and refine plans that are easy to follow. This unit easily combines the study of light with the use of technology. The unit also integrates many activities usually taught as separate disciplines."

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SCIENCE PROJECTS FOR SECOND GRADE

Barbara L. Bean

Cassady Alternative Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM

Science Projects for Second Grade will give your second graders ownership and develop their skills as a scientist. This project integrates the science project into the second grade language arts, science, computers, art, and math programs.

First, develop a list of skills that your students need in order to complete a science project. Keep these skills in mind when you develop your lesson plans for the school year. Five weeks before the Science Show, send home goals explaining the science project and completion dates for each part of the project. Emphasize that the project is to be the student's work. Include questions that parents can ask their child when the child does not know what to do. The students are to read and report on two books related to their topic.

In class, use activities, experiments, observations, journal writing, and surveys in the form of the science projects. Write research questions, form a hypothesis, list materials, write step-by-step directions, do the experiments, record the observations, analyze the results, and make conclusions. Two of the activities that we did relating to the scientific process were writing step-by-step directions for making a bowl of cereal and observing our classroom rabbit to check preference for her carpet or her litter box.

Do experiments using the science project form stressing the importance of doing an experiment more than once. Three of the experiments focused on answering the following questions: Who could jump rope the most number of times in 15 seconds in the room? Does an ice cube melt quicker by sitting on it, rubbing it with our hands, or putting it under our arm pit? Which brand of raisins puts the most raisins in its boxes?

Another idea is to do a class pizza survey. Develop the research questions as a class. Vote to develop your five hypotheses. Have students type the survey into the computer. Then copy the survey and make a packet of 10 for each student. The students will use their math knowledge to determine how many responses you have to the survey if everyone brings back their 10. You may want to use *Bank Street Filer* on the computer. Students may help others enter their information when they bring it back. Students may also use a paper tally of their responses. You may also have the students make bar graphs to show the results of each question. Students will learn how fast the computer can sort and find information from the data. Your students will also be introduced to new words such as data, survey, and sample during this project. Our pizza research project led to a visit to the local pizza shop, reading books on pizza, and designing a backboard.

THE STUDENTS

Students benefit through their personal involvement in their projects, because they must not only follow a set of specific steps and procedures but use creative ideas to produce an interesting display of their projects. Their ability to write questions, predict outcomes, think and write in sequential order, observe, and record are added benefits to the science projects.

MATERIALS NEEDED

Super Science Red Teacher Scholastic, Vol. 2, No. 3 Nov./Dec. 1990

All About Science Fairs by John and Patty Carratello. Teacher Created Materials, Inc., 1989

Bank Street School Filer, Sunburst Communications

Children's Writing and Publishing. The Learning Company, 1978

CREATIVE VALUE

Developer Bean observes, "This project will make you think more as a scientist and incorporate predicting, observing, journal writing, recording, and drawing conclusions into all areas of teaching throughout the year. Integration of art into science projects occurs by developing lessons on color and line, lettering, and arrangement. The scientific process and literary skills that are developed help to lay a solid foundation on which to build in all areas of a student's life."

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SPRINGBOARDS TO SCIENCE

Linda Miller

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Columbus City School District

Elementary **LEVEL**

THE PROGRAM

Springboards to Science integrates hands-on-science instruction into the daily curriculum, using literature books as a focal point. An interesting children's book is used to captivate a child's interest on a scientific theme and is used by the teacher to develop a science lesson that provides both scientific information and reinforcement. The supporting activities integrate math and language arts areas of the curriculum.

Using the literature resource, *Sarah, Plain and Tall* by Patricia MacLahan, the following opportunities are provided:

Science: This book portrays life as it is on the prairie. It can be used in conjunction with a plant or animal unit.

Activity 1: Have students research plants and animals that are mentioned in the book.

Activity 2: Sarah had to learn to grow crops and to cook meals for her family. Plant a class indoor garden or bake bread from scratch!

Math: Mark a map to show the distance Sarah traveled from Maine to her new home on the prairie. Use the scale to figure the actual miles traveled. The book mentions the distance that Anna and Caleb walked to school. Try walking that distance yourself.

Language: Research your family history to find an interesting story. Write about it.

Remember that in the story, Sarah was plain and tall on the outside, but she was very different on the inside. Write what you would say about yourself in a first letter to a pen pal.

Using the literature resource, *Dear Mr. Henshaw* by Beverly Cleary, the following opportunities are provided:

Science/Math: In this book, Leigh Botts, the main character, tries to protect his lunchbox from a school thief. He makes an alarm for his lunchbox! This is an excellent section to use to introduce circuits and to experiment with current electricity. When students learn how to build complete circuits, challenge them to invent an alarm-in-the-box project!

Distribute a zip lock bag with a battery, 2 wires (stripped at each end), battery holder, bulb holder, and bulb to each group of students. Have students sketch a diagram of the wiring pattern used to make the bulb light, taking note of how the circuit makes a complete circle. Have students explain how current electricity is conducted.

Language Arts: Write a letter to Leigh Botts describing how an alarm works. How does it compare to the one built by Leigh in the book, *Dear Mr. Henshaw?*

THE STUDENTS

When students read a literature book, or have a book read to them, they are transported on an adventure! When they are excited about the book, they are "turned on" to learning about what's in it. Literature books can be used as a springboard that allows students to become "excited" or "motivated" in discovering meaningful and exciting scientific information. Since math and science go hand-in-hand, this is a natural way to get students to use math skills while working on hands-on science activities.

MATERIALS NEEDED

Literature Books:
Dear Mr. Henshaw by Beverly Cleary
Sarah, Plain and Tall by Patricia MacLachlin
Linnea's Windowsill Garden by Christian Bjork & Lena Anderson
Tuck Everlasting by Natalie Babbit
Reflections by Ann Jonas
A House for a Hermit Crab by Meagan McDonald
Alexander and The Wind Up Mouse by Leo Lionni

CREATIVE VALUE

Developer Miller observes, "This program gives a teacher another 'tool' to use in the classroom. It is a different way to introduce and present science concepts. I think that it is a natural "motivator," since there is a connection between what is being read and what a student will be doing.

"A hands-on science lesson following the literature book introduction connects the reading to the doing. The textbook and other trade books are not being replaced, but simply are being moved to another teaching tool – research!

"Students will use their language arts and math skills to solve these science problems and perform experiments. Bringing it all together for a learning connection – can be found in the program 'Springboard to Science.' "

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TAKING THE "SIGH OUT OF SCIENCE"

Carol Losinske

North Linden Elementary School

Columbus City School District

Elementary
LEVEL

THE PROGRAM

Taking the "Sigh Out of Science" will take the guesswork out of teaching science. It has been designed to introduce, develop, and foster science curiosities in children through literature books. When children are interested in something in their environment, they "take to" beautifully illustrated books to make the connection between themselves and the world around them.

All science disciplines are included in this program. These disciplines include zoology, botany, astronomy, chemistry, physics, and earth science. Hands-on materials are used for the study of each discipline.

Theme Topic: *Insects*
Books to read: *Life Cycle of the Honeybee, How to Hide a Butterfly and Other Insects, I Wish I Were a Butterfly, The Tarantulas, Spiders All Around, Golly Gump Swallowed A Fly, How Many Bugs in a Box?, Ants Underground*

Poetry and Songs:
Ladybug, ladybug fly away home, A Hunting We Will Go . . .
(children rewrite song)
I Know an Old Lady Who Swallowed a Fly . . .
Eensy Weensy Spider
Bee Bee Bumblebee

Arts & Crafts:
I Can't Said the Ant – Children illustrate and rewrite the story; *Two Bad Ants* – Make a map to show where the ants traveled; *Ant Cities* – Make individual painting, arrange on a mural for a look at ant nests; *If You Were an Ant* – make ladybugs using paper bags, make thumbprint books – as small as . . .

Graphing
Eric Carle Books:
1. *The Very Busy Spider*
2. *The Grouchy Ladybug*
3. *Very Hungry Caterpillar*
4. *If You Were An Ant*

Draw and describe the kind of ant you would be – graph, discuss concepts.

Estimating
How many spiders (plastic) in a jar?
The Butterfly Book
Find cocoons and hatch them in the classroom

Journals
Bugs, Buzzing Flies, Bees, The Very Hungry Caterpillar
Life Cycle of the Honeybee
Make honeybee cookies/eat honeycomb on crackers

THE STUDENTS

Children will read what they are interested in knowing about. Children have a natural curiosity about their environment, animals, birds, fish, and plants. Parents of younger children are very much interested in helping them do schoolwork. Parents can become involved by reading to their children at home and discussing the reading content. This scientific knowledge would be a two-way home/school project.

CREATIVE VALUE

Developer Losinske observes, "The teacher is the facilitator, the child is the learner, and the child's parents see at home that the child's work is complete. Also, if you believe that children learn to read by reading, this project uses reading, although its content has a science theme. If you believe that children remember by doing, all of the hands-on activities have a definite purpose.

"Creativity is also shown in the selection of literature books along the theme topic that the teacher thinks children will love to hear. Creativity involves finding ways to make a happy atmosphere for children."

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WHAT'S INSIDE? I KNOW – I WAS THERE!

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Youngstown City School District

Elementary
LEVEL

THE PROGRAM

What's Inside? I Know – I Was There! is a multi-discipline, interrelated four-part program that takes students on an investigative study of the human anatomy, land, sea and space.

School specialists in areas such as art, music, physical education, drug abuse prevention, etc., are involved whenever appropriate to a unit. Community and career people are invited to "Teach For A Day." Along with their expertise and equipment, there is the added dimension of bringing student awareness to that career.

Built into each of the four units is a high motivation through hands-on activities and the mounting of visual displays. Eventually, this leads to a large plastic bubble that the students can visualize. The bubble is a large environment inflated by a window fan. Finally the class is taken on a field trip where the new knowledge is experienced even more realistically.

Part 1: The Human Anatomy – Each organ is studied separately through the use of models, manipulatives, and activities. Appropriate speakers are brought into address how their career is involved with that organ. Nutrition, staying drug free, saying "no" to unwanted touches, and exposure to the handicapped are a part of this unit. (Bubble – the body) Field trips to the dentist, farm, and grocery store help us to stay healthy and happy!

Part 2: What's Inside The Land – This part leads students to investigate what life may have been like long ago, possible events that occurred to change that life, and remnants of that early life that can be found today. Students are to prepare aids for this part of the unit, as described later. (Bubble – land of long ago) A field trip to Carnegie Museum allows students to experience actual fossils and prehistoric animals. They also see sea life which leads to the next unit.

Part 3: What's Inside The Sea – This is a WHALE of a unit! Students explore underwater volcanoes, and plant and animal life. What causes waves? Make some and find out. Comparisons are made between beaches (volcanic, shell, sandy.) What are bubbles? Children experiment with bubbles of every size, including giant 8-10 foot bubbles. Measure them, count them, observe the colors in them. Let's find out! (Bubble – simulated sea) Finally, "swim off" on a class trip to visit our friends at Sea World

Part 4: The I Know – I Was There Units have really spaced us out! We now find ourselves in outer space where we explore the planets, space launchings, and landings. We will find out what causes day and night; how space affects us, our land, and the sea. Comparisons of transportation between land, water, and space are a part of this unit. (Blast off to the space bubble.) It's time to reach for the stars as we head to NASA in Cleveland to experience it all once more!

Another example of a present classroom activity is What's Inside The Land. Children are making fossils of dinosaur (turkey) bones, large insects, and their own hands and feet in plaster of paris. Papier-mâché dinosaur eggs and volcanic mountains are made by the students. An 8-foot dinosaur bone and a cave are being made by papier-mâché by the whole class. As part of the class archaeological find, a 6-foot by 5-foot Tyrannosaurus Rex will be assembled.

THE STUDENTS

The enthusiasm and new knowledge are already evident in the land unit. The unit now involves K,1,2,3 and a primary and intermediate SBH unit. The students became very engaged in this program and had a lot of fun. The learning happened almost effortlessly!

MATERIALS NEEDED

Materials from the American Heart Association
Skeleton and organ models borrowed from Choffin School of Nursing
Teacher-made materials
Parent assistance in making stuffed organs, dinosaur and astronaut costumes
Student made materials

CREATIVE VALUE

Developer Lefoer observes, "This program is adaptable to all ages and ability levels. It is a totally hands-on multi-discipline program which brings students from the known (the anatomy), to the unknown (long ago), to the present (sea and space), and searchingly into the future.

"The program addresses questions frequently asked by young children and assists them in finding answers they can comprehend. Furthermore, it allows children to pose new questions as each unit unfolds and they investigate to find out."

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THE WHOLE STORY–SCIENCE IN A WHOLE LANGUAGE CLASSROOM

Matthew A. Teare

Anton Grdina Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

The Whole Story – Science in a Whole Language Classroom program develops thematic science units which motivate students and involve them in a variety of interdisciplinary activities. The three units are living things, animal families, and weather and the seasons. The units are introduced within the context of whole language instruction. During the units, the following language skills were taught: reading comprehension, skills of predicting outcomes, making inferences, drawing conclusions, and sequencing and categorizing, which are also essential to the study of science.

. Students were involved in creating original stories, songs, and rhymes appropriate to the early childhood classroom. Both oral and written activities are emphasized. Kindergarten students work in cooperative learning groups with first, second, and third grade students and teachers.

These literature-based thematic units are a central concept in the whole language philosophy of instruction. Literature-based units replace isolated drill and practice with fully integrated language-based experiences in a stimulating natural language environment.

The students take part in many hands-on learning experiences. These experiences involved guest readers, guest speakers, science experiments, science walks around the school, field trips, etc.

An example is the field trip to the Cleveland Zoo. The students spent the day at the zoo. The students had a chance to see all the animals and pet/touch many of them. They also had a chance to meet and talk to many of the people who work at the zoo.

After our zoo trip, the students sat in a big circle in the room and talked about their experience at the zoo. The teacher's job was to sit and listen to them talk about the zoo and record (next to their names) what seemed to be of interest to them about the zoo.

Then notes were shared with them. They found something of interest they wanted to learn more about.

My kindergarten students' job was to recruit students with similar interests from the first, second, and third grades. This led to the formation of cooperative learning work groups.

Some of the groups studied animals they liked at the zoo; others studied some of the people they saw working at the zoo. After they had worked as long as they needed to, they shared their learnings with the rest of the class. Some of the groups shared their learnings through original stories, songs, rhymes, plays, or big books.

THE STUDENTS

The students learned how to use shared reading so that they not only discovered the enjoyment of reading, but also extended their knowledge beyond the story, developed innovative personal writing, and became confident, enthusiastic learners. They also learned how to work in cooperative learning groups with students from different skill and age groups. After the students took part in a learning experience, they were able to take that learning experience in the direction that interested them. The students gained value from their hands-on involvement.

MATERIALS NEEDED

Learning experiences: Guest readers, guest speakers, science experiments, science walks around the school, field trips to the children's museum, the farm, the zoo, and to the parks.

People: Fellow teachers, volunteer parents, community leaders, the Cleveland Education Fund, the Cleveland Public Schools Science and Early Education Department.

CREATIVE VALUE

Developer Teare observes, "Science and language skills were taught together to create a whole language experience. Hands-on learning experiences stimulated children to learn more about the experiences. The students were able to take the learning experience in the direction that interested them. Recruiting skills were exercised by students as they tried to find someone in a different grade level that had the same interests as they did. Cooperation was learned in order to find the common interests that each one possessed. Students also learned to work with volunteer parents and community leaders."

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ASTRONOMY: STARS AND CONSTELLATIONS

Joesph Santangelo

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Youngstown City School District

Intermediate
LEVEL

THE PROGRAM

Astronomy: Stars and Constellations have been called mankind's oldest picture book. With that thought in mind, this astronomy unit is presented during the month of February because of the brilliant display of the dynamic winter stars and constellations. Several of the brightest stars in the skies appear at this time.

This program is designed not only to teach basic technical points about astronomy, but also for the enjoyment of stargazing. The unit is devised to encourage students to enjoy and become aware of the wonders of the universe and to investigate further other constellations and celestial bodies. If students become more interested, they can extend their studies beyond the range of this program by obtaining additional reliable material.

There are eighty-eight distinct constellations. Fifteen of the more outstanding ones and their stars that can be seen from our latitude are presented to students. Discussions, notes, hand-on activities, overhead transparencies, slides, and computer software pertaining to the stars and constellations are among the teaching materials and techniques to be used during this unit. Discussion of their names from mythology, their position in the skies, their form or lack of it, and their shape is undertaken.

The first presentation involves the introduction of the constellations and stars to be studied. The students learn their exact location in the sky, their pronunciation and spelling, their shape, and the magnitude of the important stars.

The student will put together a booklet pertaining to the constellations along with a diagrammatical drawing and a brief description of each one. The booklet will be the basis for the entire unit, not only as a guide, but also for evaluation.

Slides are presented pertaining to the general outline and shape of each constellation. Transparencies of each seasonal position of the constellation include (a) the north circumpolar constellations, (b) the winter constellations, (c) the spring constellations, and (d) the summer constellations.

The classroom activity involves the construction, by each student, of a star finder wheel. This star finder is actively used once completed. Classroom sessions include an Apple II computer with "Synergetic Software, 'The Star Gazer'" utilized for reinforcement. You will also utilize the "Star Machine" which will project on a wall or ceiling over twenty constellations and over three hundred stars.

Finally, a field trip to Buhl Planetarium in Pittsburgh, Pa., has been very successful the past several years.

THE STUDENTS

This program motivates students to investigate on their own other constellations and to become aware of the many wonders of the universe. Many students have continued to view the constellations even after graduating. Some are taking the course in college as part of their elective programs.

NEEDED MATERIALS

Textbooks, filmstrips, transparencies, slides of actual constellations, *"The Star Gazer"* and *"The Star Machine"* computer software, a booklet of the constellations created by the students, charts, and a field trip to Buhl Planetarium.

CREATIVE VALUE

Developer Santangelo observes, "This program encourages students to have a keen curiosity about the solar system. Using all available material about astronomy, along with audiovisual aids, computer software, and films, gives students the knowledge and skills to identify the constellations and stars presented in class.

"The uniqueness of this unit is that students can go out when the night skies are clear and apply their skills with excitement and enthusiasm. This program allows students to get started in the investigation of man's home – the universe."

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COLLAGE AS BIOLOGY

Joanne Salay

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Canton City School District

Secondary
LEVEL

THE PROGRAM

Collage as Biology is implemented during the study of cytology. Bits of objects, magazine photos, fabric, wood, etc., are pasted together on a surface in an incongruous relationship for their symbolic and suggestive effect. This art form forces the student to present the concrete knowledge of cell structure and function in an abstract way. This unit has been used when studying the integumentary system as well as biochemistry and could be readily adaptable to other areas.

Specifics:

1. The size of the collage is limited to 1/2 a standard posterboard. Shape and color are a student option that will add to the overall presentation.
2. Encourage students to observe their environment for objects that remind them of either a cell structure or function. Collect these items in a box or bag and then make a final selection for arrangement.
3. Each item placed on the collage must represent some anatomical or physiological function of the generic cell. A minimum of 15 representations is required and allow 3 additional representations for bonus points. Each item must be SECURELY attached to the posterboard. Encourage the students to arrange the symbols in inventive ways and to let their imaginations run wild.
4. Each item on the collage must be explained. How is the collage piece a cytological symbol? A student might paste on "Good and Plenty" candy pieces and explain them as representing mitochondria (They have the same approximate shape.), or interpret a small battery as a mitochondrion, it being the "power house" of the cell. As long as the student can "back up" the symbol with an accurate interpretation, the collage piece is accepted. A listing of the pieces and their clarifications should be attached to the back of the collage. A duplicate is to be handed in to the teacher – This makes grading easier.
5. An evaluation sheet should be constructed in such a way as to minimize subjective evaluations. Point values can be assigned at the discretion of the instructor.

THE STUDENTS

Most science students will be studying for careers in the health-related fields and never once be given the chance to express themselves in the artistic arena. This project gives them license to create and gives the teacher the satisfaction of knowing that "Science as Art" is possible.

MATERIALS NEEDED

Students will develop their own collage materials that remind them of a cell structure or function.

CREATIVE VALUE

Developer Salay observes, "Students are given the chance to show that they understand the subject matter in another way. Science is too often seen as one-dimensional graphs, data, and analyses. How often do we allow our students to become truly creative in our labs? A collage is creative, and students genuinely enjoy the construction challenge. A laboratory gallery allows students to think creatively."

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EGG DROPS

David Bryan

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Akron City School District

THE PROGRAM

Egg Drops increases a student's understanding and use of the scientific method.

The steps in the scientific method and rationale for each are presented in lecture format to students. The following day, without explanation, an egg is dropped from eye level onto a plastic sheet in the classroom. Students write down their observations. After comparing results, students speculate what kind of container would protect an egg from an impact. These speculations lead to a general hypothesis that students can build a container to protect an egg that falls from a second story window. The experimental design specifies that the container must be no larger than 12" x 12" x 24"; it must be free falling; and the egg must be able to be placed in the container in 5 minutes or less. On the day of the egg drop, students will drop their containerized eggs from a second-story window, retrieve them, and observe whether their eggs have survived the fall. There is usually an 85% success rate.

Students present a verbal description of their container and a detailed cross-sectional drawing of the container for 25% of their grade; constructing the container is worth another 25%; and if the egg remains unbroken after the fall, they receive their final 50%. Students whose eggs are broken can reexamine their theories and designs and develop modifications or new designs for their containers.

Discussion questions include what students did in following the steps of the scientific method, why some eggs broke, and what modifications would be necessary to protect the egg from a 1,000-meter fall. After the egg drop has been completed and discussed, we continue by asking the following: Can anyone use this method of thinking and problem solving? Do you have to be a scientist? Where else in life could you deal with things using this problem-solving approach? In past discussions with students, dating, finding a job, and talking parents into things have been suggested. Students can explain how the scientific method fits into these everyday events.

THE STUDENTS

This approach teaches students the steps in the scientific method and provides a hands-on experiment to test it. The high (85%) success rate is motivating to all levels of ability. Specifically linking the scientific method to solving everyday problems increases interest, relevance, and subsequent application of the approach to other areas.

Class discussions provide students with communication activities, especially listening. That's because while students are creating their containers, they are anxious to hear other students' ideas. Also, this project may allow parents and family members to communicate their ideas to the student.

MATERIALS NEEDED

Transparency masters on the scientific method, handouts on the experimental rules, time line, student assignment, and eggs

CREATIVE VALUE

Developer Bryan observes, "The dramatic and playful experiment of throwing boxes out of classroom windows appeals to students at this age level. Students are involved, interested, and successful, all of which carry over into subsequent activities. The key importance of this unit is the concept that the scientific method is a problem-solving approach that can be used in solving life's real problems. Linking the scientific method to getting a date or a job makes an important connection for students. For students whose home or community life appears chaotic, this method can offer an important alternative way of thinking and solving problems."

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Secondary
LEVEL

GOING FOR THE GOLD

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Cleveland City School District

Secondary
LEVEL

THE PROGRAM

Going for the Gold develops a student's competitive spirit and refines his/her scientific skills, which are necessary to compete in today's technological society.

A group of fifteen students participated in the Science Olympiad, and another ten students went to the Regional Science Fair. With a better understanding of the expectations for the various competitions, class and school-wide competitions were held. Incentives are used to increase participation.

The first school-wide competition followed the plan of the Olympiad's Egg Drop. Teachers offered extra credit for participating; however, some students entered for the fun and spirit, in addition to the prospect of receiving one of the scientifically oriented prizes.

This program was funded through a T.I.P.S. Grant (Teacher Instructional Program Grant offered within the Cleveland Public School System). The grant provided materials necessary for the students to compete on an equal level with the students from suburban schools. As a result, many more students became involved and experienced the "fun" side of science, yet applied methods of experimentation to achieve their successes.

The T.I.P.S. Grant provided the specific materials needed to enter the competitions mentioned as well as others that were offered locally and nationally. In an urban system with a very high poverty level, the ability to develop certain scientific skills is restricted due to the lack of or inaccessibility to necessary supplies. Providing the legwork in obtaining the basic supplies, students could devote their time to experiencing science first hand.

The second school-wide event was a timed balloon race. The winning balloon was the last to reach the auditorium ceiling in a specified time. Over 200 students participated! Students used interpersonal skills to constructively help one another with their individual designs and to determine the probability of the success of the counterweights. Teamwork and scientific insights were natural outcomes of this event. Other school-wide events included designing musical instruments and creating bridges with high efficiencies. Cooperation with the Art Department resulted in a number of students entering their work as part of Greater Cleveland's Earth Day Celebration in 1990.

An individual classroom project, the "Write It, Do It" Olympiad competition, proved to be a very valuable learning experience for students. Using no diagrams, the assembly directions for a small object made from LEGO blocks was written by one student and later followed by another. The importance of precise, understandable directions became rapidly apparent. The activity was used prior to the first major laboratory experience in chemistry.

THE STUDENTS

Students gain valuable insight into the problems facing science, technology, and business – how to develop a workable model to solve a specific problem. Students identify a problem, develop skills and respect for one another's ideas, and implement a plan to solve the problem using the resources available to them. The testing, revising, retesting sequence becomes an important part of their project because it lays the foundation for future problem-solving techniques. Students essentially will develop their own "think tank" to solve problems.

MATERIALS NEEDED

The Science Olympiad competition rules, wood, glue, batteries, mousetraps, balloons, helium, incentive prizes (T-shirts, movie tickets, extra credit), conduit tubing, stencils, adhesive labels, eggs, duct tape, and student transportation.

CREATIVE VALUE

Developer Kuhn observes, "This program encourages and excites students in the fun of science by exploring its principles in class and school-wide competitions. The numbers of students participating increased dramatically when the funding of essential materials was implemented. By providing the materials to create the competitive items, more students were willing to become involved repeatedly. Sources were located for donations of some equipment, CD's for wheels, drills, saws, etc. Consumables were a large part of the grant and have been difficult to fund on a tight science budget.

"The program has established an applied science outlet that encourages at-risk students from high poverty populations to explore science. It helped develop scientific skills necessary to implement an idea, design and plan, and to carry out the construction and testing."

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THE HEALTHY HEART SUPER SLEUTH

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Akron City School District

Secondary
LEVEL

THE PROGRAM

The Healthy Heart Super Sleuth is a unit on the human cardiovascular system that teaches students the structure of the heart and its conductive physiology, including central nervous system control, SA and AV nodes, and the His-Purkinje system. To assist in learning this content, students learn to read an EKG. During large-group presentations, pupils study action potentials, the PQRST wave, and the nature and purpose of EKG leads.

An EKG wave is divided into its components, and students see how each component provides information on the condition of the heart. Five separate functions are examined: rhythm, rate, presence of P wave, PR interval, and QRS complex. Students volunteer to be hooked up to a computer-based EKG for a resting and exercise EKG. (Leads are connected to forehead, forearm, and lower leg. The exercise EKG is done after one minute of running in place.) Class discussion pertains to the differences in the readings, heart rates, pulses, blood pressures, and occasional abnormalities. Next, small cooperative learning groups study ten different EKGs and attempt to match each up with the name of an abnormality. Students are given extra credit for planning and conducting additional EKG experiments. Subsequently class discussion, reading, and lectures move on to maintaining healthy hearts through proper nutrition, exercise, and so on.

Super Sleuth is a cooperative learning activity which has students match ten irregular EKGs with their medical names. For example, The EKG might show no P waves, irregular rhythm, and no measurable PR interval. The correct "suspect" is a trial fibrillation. Another "suspect" is sinus tachycardia, whose EKG shows regular rhythm but a rate greater than 100 beats per minute. Teams of three students decide on one of several possible approaches to solving their "mysteries." For example, they might work from the EKG itself and identify the abnormality, or they could work from the medical names and then seek the abnormality as shown in the EKG. Next, students choose a recorder and a spokesman for later class discussion when the class compares and explains answers. Students are given a participation grade (pass/fail), but credit could also be given for the number correctly identified.

THE STUDENTS

Working with EKGs helps motivate students to learn the functioning and parts of the heart. Most students are aware of EKGs because they know someone who has had one Learning about them in school seems to make students feel more adult and more knowledgeable about their heart. The Super Sleuth activity draws science concepts together in a meaningful way, while at the same time being a natural transition to the topic of how to maintain a healthy heart.

MATERIALS NEEDED

Apple IIgs computer, body electric software (approximately $400)

Student handouts include measuring devices for use with the EKG. Teacher-developed materials should also be available for Super Sleuth.

CREATIVE VALUE

Developer Johnson observes, "Involving local medical personnel in the schools provides an important bridge between education and the local community. The materials used in this unit were created by a teacher working with a biomedical engineer on the staff of Akron City Hospital. By combining expertise, they were able to develop simplified, but intellectually honest materials for a lesson students find interesting and stimulating. The Super Sleuth activity is original. The EKGs used in the game were generated by an EKG machine which is capable of creating printouts of abnormalities.

"The different types of activities in this unit provide for great variety, which is motivating for students struggling with difficult concepts. Large-group instruction, personalized demonstrations, hands-on activities, student-designed experiments, and small-group cooperative learning contribute to students' success."

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OUTDOORBOUND HIGH SCHOOL EXPERIMENTS IN PHYSICS

Karen A. DelaCroix

Garfield High School

Akron City School District

Secondary
LEVEL

THE PROGRAM

Outdoorbound High School Experiments in Physics program provides a curriculum enrichment application of outdoor education to physics. The fundamental objective of this program is to present outdoorbound experiments of practical applications of physical principles and concepts. The activities put the student in touch with the real world in a dynamic and versatile approach. The community is used as a laboratory equipped with a limitless variety of resources to inspire inquiry, observation, and experimentation.

These activities are designed to be conducted on any school ground. Minimal equipment is required, and the materials that are needed are readily available through scientific catalogs for nominal amounts. Student field computations are minimized so as not to detract from the outdoor experience. Each experiment is designed to be conducted by teams of students and completed within a ninety-minute lab period.

Each of the twelve experiments follows the scientific lab report format. Additional features include suggested extensions, variations, evaluations, and notes to the teacher. The program also provides an annotated bibliography, student worksheets, and appendices of support material.

"Orienteering Vectors" is an experiment designed to introduce orienteering as an adventurous way to explore the practical application of vectors using a map and compass. Each student demonstrates skills developed in a previous experiment, "S I Measurements." The ability to use S I instruction for map and compass reading techniques is a prerequisite.

Lab groups are presented a map of the school grounds with specific vector components to be measured and marked from given origins. Students will evaluate by accuracy of marking placement. Next, students will determine vector components of specific labeled markers and complete a vector diagram for their outdoorbound lab. Students are encouraged to create their own courses and exchange them. Time trial competitions may also be used. Upon return to the classroom, students calculate the precise angles and dimensions using analytic methods.

THE STUDENTS

These activities seem to heighten students' awareness and appreciation of physics in the world where they live and to motivate them to independent inquiry. Students observe, participate, and use reflection throughout the project. The scientific format of laboratory reports is utilized to correlate with classroom experiences. The experiential outdoor program is an extension of cognitive classroom-initiated learning. The outdoorbound experiments, just as classroom labs, lead students to develop concepts from concrete experiences.

MATERIALS NEEDED

Text, the universe, your senses, a curious mind, orienteering compasses, string, metersticks, stopwatches, thermometers, student worksheets, boxes, fiberfill, softballs, scales, sunshine, black frying pan, glass plate, eggs, spatula, and whiffle balls.

An enrichment supplement guide containing twelve outdoorbound experiments, an annotated bibliography, student worksheets, and appendices of support material is available upon request.

CREATIVE VALUE

Developer DeLaCroix observes, "Much of today's formal education is based upon vicarious experiences with limited relevance to reality. Many laboratory experiments are conducted with antiquated and uncommon equipment. This resource of experiments will provoke discussion and action to further develop and refine a resource of practical applications of physics concepts. This program is a unique approach to providing concrete opportunities for students to engage in practical experiences."

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PLANT LIFE CYCLE IN 35 DAYS

Patricia A. Bauer

Ellet High School

Akron City School District

Secondary **LEVEL**

THE PROGRAM

Plant Life Cycle in 35 Days is a study of plant life cycles through observations and experiments with the rapidly growing Brassica rapa (RCBr), which develops from seed to seed in 35 days. Small groups of students engage in cooperative learning activities, which include planting the seeds, providing nutrients and water, logging daily care, and measuring growth. Growth charts are used for graphing exercises, with the data from all groups and plants averaged. RCBr has two varieties, which can provide for two sets of data for this graphing activity. While the RCBr seeds are germinating, students dissect corn or bean seeds (which are larger and easier to see) to examine the development of the seed embryo. Students also study the parts of a flower in a separate activity, and when the RCBr flowers form, students identify the parts and then do their own pollinating of the flowers and prepare for seed development. Enriched biology classes follow the same basic procedures, but each cooperative learning group uses both types of seed and treats one member of each pair with a plant hormone to provide a comparison of growth rates.

Related activities include testing other gravity and light conditions and then contrasting growth rates. Treating the soil with various chemicals, such as salt or oil to simulate highway runoff, generates comparisons and discussion of environmental influences. Students also experiment with second generation growth from their parent plants. Many of these related experiments have been devised by students.

Students react very positively to these hands-on activities, even becoming attached to "their" plants. They are creative and inventive in developing ideas and solving problems. Students express genuine concern when their plants appear to be dying after the seed pod has formed; they go over the plant care procedures again trying to explain the drying out and yellowing of the RCBr. With a leading comment about the fall season, they suddenly come to the realization that their plants are dying and that this is a normal and natural part of the life cycle. The opportunity to see the life cycle from start to finish, to tend plants every day, and to generate new life by pollinating seeds, and planting second generation seeds provides an emotional aspect to this life cycle lesson.

During this unit students typically spend five minutes each day observing, tending, and measuring their plants. Cooperative learning teams consist of three students – a coordinator, who schedules activities and sees that the group accomplishes its tasks; a recorder, who writes down the data collected; and a technician, who makes sure appropriate materials are available. When students are ready to pollinate the plants, they make their bee sticks, select the flowers to use, and do the actual pollinating. Following pollination, final growth measurements are taken and then the graphing activities can begin. The team works together to graph the growth measurements for their plants.

THE STUDENTS

Working with RCBr incorporates the concepts of germination, growth needs, flower parts, pollination, seed collection, and death as a part of the natural life cycle. Logging data on care and growth and graphing growth charts provides students with concrete experience with the methods of scientists.

The hands-on nature of this unit is very motivating to students, many of whom develop affection for "their" plants. Students who would be bored with a more abstract presentation find this approach stimulating and meaningful.

MATERIALS NEEDED

Brassica rapa seeds (Wisconsin Fast Plants), growth and development kit (container, soil, nutrients, bee parts, basic direction, growth cycle transparency. Caroline Biologicals #15-8702, approximately $45-50 for 32 students), growth lights (necessary for shortened growth period), transparencies of flower parts, first cotyledons (so students know where to start measuring), and bean or corn seeds for dissecting.

CREATIVE VALUE

Developer Bauer observes, "The RCBr plant is the creative element of this botany unit. Its 35-day life cycle allows students to study the "real thing" in a short time span. A traditional approach to this lesson has students watching time-lapse photography, which is not as compelling as a live plant.

"Structuring the class for cooperative learning provides students with individual responsibility for daily plant care but group responsibility for careful data collection and graphing. Student interaction includes peer coaching as well as the opportunity to communicate with classmates."

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SOIL AND WATER – VITAL NATURAL RESOURCES

Aaron M. Leash

Lincoln-West High School

Cleveland City School District

Secondary
LEVEL

THE PROGRAM

Soil and Water – Vital Natural Resources considers many of the ways students can use and learn characteristics of soil and how to identify several types of soil. They will learn how water enters the soil by studying a diagram and participating in a discussion of the hydrologic cycle.

Students are asked to think about the many ways soil is used. Photographs and samples of these uses, to the extent possible, should be brought in for demonstration (examples: glass bottle, plant in a clay flower pot, brick, photograph of an earthen dam). After discussion, they will be able to list about twenty uses. The teacher will diagram the hydrologic cycle on the chalkboard, and the students will participate in a discussion of how water enters the soil and its ultimate fate. The use of soil as a filter and the contamination of ground water are described.

Next, students will consider the water retention capabilities of different soil types, which are based on particle size. Students will refer to charts of particle sizes of various soils. The following demonstration makes use of simple laboratory equipment and supplies.

Filter paper-lined 150 mm funnels are moistened, allowed to drain, and then are filled halfway with various soil types: (a) filter paper alone (control), (b) gravel, (c) sand, (d) loam, (e) clay loam, (f) clay. Other soil types can be added if equipment, space, and time permit. A measured amount of water, 250 ml, is poured into each funnel, and the water is permitted to drain into a 250 ml flask positioned beneath each funnel. Adding a drop of food color to each flask increases visibility of the drained water. Students time the passage of water through the soil types and discuss the reasons for the different rates observed.

Next, students examine samples of these soils grossly and microscopically. The gross samples can be sealed in glass test tubes for observation, or the students can handle specimens placed in margarine tubs or other containers. A slide can be prepared by creating a ring of vaseline, dropping a soil suspension into the ring, and then applying a cover slip. This will prevent drying of the sample and permit multiple use of the same slide. The slides should be examined with a compound microscope, using the scanning or low power objective. After they become familiar with the particle sizes of various soils and understand the reasons for water retention, students are challenged to identify unknown specimens. The specimens can be disguised by food color. Students are asked to bring soil samples from home for class identification.

Finally, area soil maps are studied and discussed. Students will learn, for example, why water drains slowly from their home property after a heavy rain. These maps can be obtained from the Ohio State Extension Service.

THE STUDENTS

Students have a better understanding of and an appreciation for soil, an important and vital natural resource. They clearly enjoy the activity of laboratory work as a refreshing change from the passivity of textbook-worksheet routine. Learning is reinforced by using this hands-on demonstration of principles, which are hardly visualized in discussion and reading.

MATERIALS NEEDED

Funnel, flasks, beakers, ring stands, ring clamps, test tubes, filter paper, food color kit, glass slides, cover slips, medicine droppers, vaseline, plastic or parafilm, compound microscopes, and soil.

CREATIVE VALUE

Developer Leash observes, "Students participate actively rather than passively in the learning process. The demonstrations and laboratory exercises clearly demonstrate the principles. By participating in these studies, students may become less indifferent to the environment. This hands-on approach will 'create' thinkers who behave more as conservationists than as exploiters of the natural resources that lie under their feet."

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SPRINGBOARDS AND DEMONSTRATIONS FOR CHEMISTRY

Iris E. Szelagowski

Woodward High School

Toledo City School District

Secondary LEVEL

THE PROGRAM

Springboards and Demonstrations for Chemistry asks students to form hypotheses, draw conclusions, and think about a variety of phenomena which cannot be seen. Teaching chemistry to develop these strategies in order to assist students in mastering chemical concepts is the goal of this program. Using springboards at the beginning of the class period and demonstrations during class not only gain the students' interest and attention, but also reinforce the concept under discussion. Relating topics to everyday life experiences reduces the level of abstractness for the concrete learner. The use of household products, food, and "concrete" props such as molecular model kits makes your lesson more meaningful.

Classroom Activity: An Investigation of Carbon Dioxide

Place some dry ice (carbon dioxide) in a large graduate of colored water. Students will begin asking questions right away and they may become very excited when they learn they will work with the dry ice themselves. In lab, allow them to take a large piece of the dry ice to observe for a few minutes before experimenting with it. While observing, students record its physical properties. Then require them to do a series of experiments designed to help them discover other properties of CO_2. Finally, they are to design their own experiment to harness the energy generated by the dry ice when it "sublimes."

The day following the activity, we discuss not only what the students have discovered, but also the preparation and uses of dry ice.

THE STUDENTS

This project allows students to use real-life experiences and "hands-on" activities to develop their thinking capabilities. Beyond the classroom, these students will use the critical thinking skills and analysis capabilities to solve problems in everyday life and in their career endeavors.

MATERIALS NEEDED

You may use household products, food items, and science kits for demonstrations and springboards. For the dry ice activity: purchase and transport 50 pounds of dry ice.

CREATIVE VALUE

Developer Szelagowski observes, "This project is creative because of the amount and variety of "hands-on" experiences, springboards, and demonstrations used to enhance learning and stimulate interest. It develops thinking capabilities and helps students enjoy and appreciate the science of everyday life."

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SOCIAL STUDIES/ ECONOMICS

TITLE OF PROGRAM	NAME	PAGE NUMBER
ELEMENTARY LEVEL		
Adventures in the World of [illegible]	Barbara Sanders & Betty Pierce	[illegible]
[illegible]	[illegible]	[illegible]
Australia	Betty Adams	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
Kwanzaa: An African Holiday	Betty Ann Grant	[illegible]
[illegible]	[illegible]	[illegible]
Oral History Specials	[illegible]	[illegible]
Project Mentoring	[illegible]	[illegible]
Star-Spangled Kids	[illegible]	[illegible]
INTERMEDIATE LEVEL		
[illegible]	[illegible]	[illegible]
Improving Student Map Skills	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
ADDITIONAL RESOURCES		
[illegible]	[illegible]	[illegible]
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[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
ECONOMICS		
SECONDARY LEVEL		
Advertising and the Consumer — A Group Project	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
World Wide Distribution of [illegible] and [illegible]	[illegible]	[illegible]

ADVENTURES IN THE WORLD OF ART

Barbara Sanders & Reda Pierre

McEbright Elementary School

Akron City School District

Elementary
LEVEL

THE PROGRAM

Adventures in the World of Art provides second grade students, from urban and minority backgrounds, with personal experiences that will make them aware of the world of work and related career opportunities. These out-of-classroom experiences will enhance students' base of information from which to think, write, effectively communicate, and plan for the future.

In an effort to supplement the basic classroom education of the McEbright Elementary School second grade students and to motivate them to their best, the second-grade teachers have formalized an out-of-classroom education project. The project is designed to educate students about the world of work.

Prior to each of the out-of-classroom experiences, the students will share their knowledge of the sites to be visited and how the site is operated and maintained. Vocabulary lists and experience charts will be written and shared. Books are read to increase knowledge of the careers involved with each site. During each visit the students will take Polaroid pictures of the trip's highlights. These pictures will be used to stimulate oral and written ideas and expressions of the careers employed at each site. They will also provide a chronological account of the project. Each student will compile his pictures along with written comments and activities in a scrapbook. Where feasible, the students will chart data together.

ACTIVITY EXAMPLE

Museum Trip

Content Areas: social studies, language arts and guidance skills

The students will be introduced to vocabulary words related to a museum.

curator
museum
information desk
gallery
self-guided tour
sculpture
painter
century
oil painting
canvas
collection
reprint
artist
art medium
novae
exhibition

The teacher will introduce to the students a book on museums entitled *Visiting The Art Museum* by Laurene Krasy Brown and Marc Brown.

The students will share their experience of visiting a museum.The students will explore pictures in the language book on museums. The students will share their impressions of various artworks. The teacher will use the Houghton-Mifflin English Level Two Fine Arts and Creative Writing Transparencies.

Using the English textbook, the teacher will review "Title Writing." The students will write titles for various artworks. Their titles will then be compared to the original titles of the artworks.

Discussion is held about art through the centuries. The students will compare pictures from different centuries. Then they will visit a museum.

As a culmination to the art museum visit, the students will draw and paint a picture of their own.

THE STUDENTS

The value of the students being able to see others work is immeasurable, as a working model is not often a part of their experience. By being able to advance beyond the classroom walls, they will have the opportunity to see lifestyles which include work situations.

MATERIALS NEEDED

Houghton-Mifflin English Level Two Textbook
Houghton-Mifflin English Level Two Fine Arts and Creative Writing Transparencies
Visiting the Art Museum by Laurene Krasy Brown and Marc Brown
Lost in the Museum by Marian Cohen

CREATIVE VALUE

Developers Sanders and Pierre observe, "To be part of an out-of-classroom learning experience is exciting to students. Students would not only have their knowledge of a particular place increased, but they would also have their knowledge of the world and how it works broadened. Most importantly, they would have their self-esteem raised because, as they meet with those people and watch as they connect with their work, the students would get a chance to connect with these individuals themselves. Such a connection could result in a student developing a self-image that could serve as a source for motivation throughout school and life."

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AFRICAN/ AFRICAN-AMERICAN FOLKTALES UNIT

Jennifer Pisani &
Gloria Dunnivan

Allen Elementary School

Canton City School District

Elementary LEVEL

THE PROGRAM

African/African-American Folktales Unit is a literature-based unit focusing on African and African-American folktales. Folklore is full of truths that generations have deemed worthy of remembering and passing on to their children.

Some of the objectives of this unit include the following: students will gain an appreciation for the richness and diversity of African culture and folktales; students will enhance their skills in every facet of language use – listening, speaking, writing, and reading – through practice in using language with a function; and students will learn the differences in spoken and written language forms and distinguish between standard English and dialect forms.

Students are first introduced to the geographic and climatic regions of the continent of Africa. The blatant effects of these elements on the culture are then examined, thus giving the students a solid foundation which enables them to understand the connection between culture and climate and the way it is exemplified in folktales. This underlying thrust will then lead to success in transferring to the second phase of the unit.

The Africans brought their art of storytelling with them to America and modified it to fit their new surroundings. Thus, through examining folktales of African-Americans, students can get a glimpse of their early heritage. *The People Could Fly* by Virginia Hamilton is used for this part of the unit.

In the final phase of this unit, students work in small groups to write and dramatize a folktale based on an African proverb from one of the regions studied.

Activity: An example of a classroom activity would begin with the generation of a semantic web using culture as its central theme. After a list of words that pertain to culture has been elicited, groups of students will categorize the words into a web.

Prior to reading the first folktale, *Mufaro's Beautiful Daughters*, background information will be given on the country of South Africa. The geographic, climatic, and cultural elements students have already been introduced to through the use of a short video will be reviewed. Once the students have a conic mental image of the country and its people, the folktale is told or read aloud to the class. After the story has been shared, the students will respond by writing in their journals. They will identify specific cultural elements found in the story and the moral or lesson taught. The students will then discuss their responses with the class.

Once this facet of the lesson is complete, small groups will create a pictorial symbol (using construction paper and markers) that will represent the folktale and the country where it originated (example: a Zulu king and queen from South Africa). These will then be placed on a map of Africa as a bulletin board display. The title of the folktale will be labeled for each symbol.

THE STUDENTS

This unit arose out of our need to get our students in touch with their rich heritage because they are predominantly African-American. They are immersed in their heritage through the study of literature, culture, anthropology, geography, and African art and music.

MATERIALS NEEDED

Handouts from graduate course to implement literature in the classroom, the social studies book, various folktale books that were either bought or borrowed from the library, a collection of documentaries that were videotaped from the television over a period of time, and several arts and crafts books.

CREATIVE VALUE

Developers Pisani and Dunnivan observe, "This unit is a celebration of African culture and tradition experienced through a variety of avenues.

Literature is used as a basis for understanding the differences and appropriate uses of dialect and standard English. This is done through presentations of Reader's Theaters from folktales included in *The People Could Fly*.

In addition, the students work in cooperative groups to write a folktale based on an African proverb. The folktale is then dramatized by the group through story telling."

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AMERICA

Betty Adams

Charles Dickens Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

America is designed to meet the following objectives:

1. To improve student's reading skills in the areas of vocabulary comprehension, word attack, and study skills.

2. To improve student's writing skills by using the process writing techniques.

3. To teach students the history and facts about America through the following:

a. Comprehension – Facts, Details
who did what, when, why, where – (the New World)
which – Pilgrims, Europeans, Indians, Africans, and Asians

b. Vocabulary

America – The United States, ancestors, woes, England, defeated, revolution, civil rights, Africans, Asians, constitution, flag, design, statue, pedestal, robe, torch, harbor, liberty, freedom, bald eagle, pledge, allegiance, loyal, and patriotic.

c. Word Attack Skills – Initial consonant sounds, blends, final sounds, prefixes, suffixes, syllabication, and vowel sounds will be taught.

d. Study Skills – Using reference materials, dictionary skills, the encyclopedia, textbooks, maps, and globes will be involved.

Classroom Activities:

1. Introduction (Teacher-directed activity)

The teacher asks her/his class the questions about our country.

2. Using an acrostic – The teacher writes an acrostic – "America." She/he shows the acrostic to the class and explains it. Then she/he reads the acrostic to the class. Next, the class reads the acrostic in choral style. Individual students are assigned letters and move to the front of the class. Each student holds a letter and reads the verse for that letter.

3. Unknown words are written on the board and pronounced. Meanings are also given. Lists of synonyms and antonyms are written on the board, and the students list these words in their writing notebooks. Words are added each day.

4. Students are encouraged to write their own pieces about America, including poems, raps, songs, and cinquains.

5. Symbols of America

Flag – Students will discuss what they know about the flag, do further research, and using a computer as an aid, write a report about the flag.

6. The Statue of Liberty – Students will discuss what they know about the Statue of Liberty and using a computer as an aid, write a report about the Statue of Liberty.

7. The Pledge of Allegiance – Students will say the pledge and discuss its meaning. The students will type the pledge and complete a blank outline, add graphics, and keep the reports in their writing folders. The reports are also added to the bulletin board.

8. The Bald Eagle – The students and teacher will discuss the bald eagle. Students will complete a blank outline, using reference materials. They will type their reports on the computers and add graphics. Reports will be kept in their writing folders.

Enrichment activity to try – Students will cut out a paper T-shirt and create designs about America on the front and back.

THE STUDENTS

This program increases the students' reading, writing, word attack, vocabulary and study skills. In addition, the program teaches students about our beloved country and instills a feeling of pride, love, and respect for our country – America.

MATERIALS NEEDED

The teacher's acrostic and enough copies per student
Blank outline forms
Computer, disks – The Children Writing and Publishing Company
Copies of a map of America
A globe
Copies of Patriotic songs and poems
Writing folders
Crayons, magic markers, art paper, record player, cassette player/tapes

CREATIVE VALUE

Developer Adams observes, "The program offers many opportunities for the students to extend their creativeness."

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THE FRIENDSHIP PROGRAM

Jeanne L. Handel

Kirkmere Elementary School

Youngstown City School District

Elementary **LEVEL**

THE PROGRAM

The **Friendship Program** is designed to be used during the month of November to coincide with Thanksgiving. Begin with a discussion about Indians by reading Indian stories. Then make Indian beads, jackets, and headbands. Build a teepee with bean poles and heavy brown paper painted with Indian designs by the children. It should be large enough for one or two children to sit in. It is wonderful for role-playing. A discussion of Pilgrims should follow. Read stories all about our forefathers, make hats for boys and for the girls, and discuss Pilgrim clothing. Develop the idea of how different the cultures are. The friendship that happens between the Indian and the Pilgrim is your focal point. The bulletin board reads "Let's Be Friends" and has paper puppets of Indian and Pilgrim children playing and working together. Health is brought into focus here, and there is discussion of what foods are important, what would grow in this new environment, where the Pilgrims' food came from, and how the Indian helped them survive. This continues and carries over into our Thanksgiving feast! For your feast, make some butter in a mason jar, bake some cornbread, pop some popcorn, and toast pumpkin seeds (saved from carving your Halloween jack-o-lantern). During your feast the children can wear Indian or Pilgrim outfits – just so everyone is friendly!

The children like the acting that accompanies this program. When they have completed their teepee and paper bag jackets, they are ready to act out the role of an Indian. Do some role-playing at this point but continue to learn more about the Indians and the Pilgrims. When all of your information has been gathered, the class will write a story. The children make up a story, dictate it to the teacher, who in turn prints it on the experience chart. Then turn the story into a play. The role-playing that follows is enjoyed by everyone.

The material needed is easy to find, and there is no expense involved. A paper bag from the grocery store should be secured for an Indian jacket along with paint for the designs. Styrofoam pellets, straws, and construction paper cut into geometric shapes are all strung onto yarn. These can also be used for ankle bracelets.

THE STUDENTS

This program allows students to understand our ancestors and how they lived. Students are involved with many hands-on experiences and role-playing. The experience of writing a story with their peers encourages creativity and spontaneity. The value of being a friend and having a friend is reinforced and acted upon. The culmination is fun and festive – everyone helps with the feast.

MATERIALS NEEDED

Library books, reference books on Indian art and heritage, dittos, magazines, and newsletters with any resource material.

CREATIVE VALUE

Developer Handel observes, "We had occasion to do some creative writing and be artistic with costumes and Indian designs. We recreated the geometric designs and some pictograph writing of the Indians on our teepee. Develop the idea of a Pilgrim settlement through discussion, pictures, and reading material. Being imaginative with our Thanksgiving feast and party was easy. This unit also used role-playing in front of an audience to improve communication skills."

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FROM PIG FARM TO "PORKOPOLIS"

Karen L. Mitchell

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Toledo City School District

Elementary
LEVEL

THE PROGRAM

From Pig Farm to "Porkopolis" utilizes the story of "The Three Little Pigs" to study the growth of a community. This story is well known by the children and will sustain their interest during the course of study. While creating a community of make-believe, we constantly compared it to our own neighborhood. The element of play will allow the children to explore and discuss various problems and solutions.

Begin with the Disney version where the three pigs all escape the wolf to live happily ever after. The pigs then decided to live together on a farm, which becomes a model of a rural community. As the pigs' relatives, friends, and others moved into the area, a hamlet grew. A larger population created a still larger city until the unit ended with some pigs moving to the suburbs. A 4' by 6' foam display board was the basis for our land area. Areas of land and water were marked off and sustained for the duration of the unit. Buildings were movable and rearranged often. Small empty boxes were covered by the children and used for homes and other buildings. The needs of the pigs and their community were addressed by the children. Laws were agreed upon, goods and services were provided, and community concerns were presented through role-play and stories.

An activity that the children enjoyed most was the construction of the homes and businesses. Each child was assigned a family of pigs or wolves. Based on family size and income, the children had to build a house of straw, sticks, or bricks. The teacher prepared packets containing family information that the children drew randomly. They did not assume this identity for the entire unit, but only for the first few lessons. As the hamlet grew into a city, this activity was repeated. Empty, cleaned milk cartons from lunch need to be washed and covered with colored paper. (A short unplanned lesson on recycling evolved during this process.) Some children may become unhappy when they discover that they cannot afford to build a brick home. Houses were placed in the open fields in a random order but would be moved about many times during the unit.

Based on their information sheet, the children were responsible for constructing whatever building might be necessary for that family's employment. The day's lesson ended by graphing the number of homes according to the building materials used. It was prearranged that most of the homes were constructed of straw in order to easily introduce the need for community services, such as law enforcement and a fire department, in following lessons.

THE STUDENTS

Many of the lessons moved into areas that were not presented to the children but which appeared in their play and discussions. The class explored some complex social issues. And they had fun while they were learning. The children enjoyed participating and getting involved with the project.

MATERIALS NEEDED

4' by 6' foam display board
assorted empty boxes and colored paper
library
fellow teachers

CREATIVE VALUE

Developer Mitchell observes, "The program integrates whatever social studies text has been adopted and is used within the school to complement the expanding of the pig community. Because of the wealth of literature available on communities and the three pigs theme in the public library, it is possible to tie in many other academic strands. Letter writing, graphing, geography, health, and science were easily combined in the unit. By including a minority of wolves in our community, the children learned about stereotyping, segregation, and varied points of view by different members of the same community."

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KWANZAA: AN AFRICAN HOLIDAY

Beth Ann Gantz

Allen Elementary School

Canton City School District

Elementary LEVEL

THE PROGRAM

Kwanzaa: An African Holiday is a project developed to teach a lesson concerning the Kwanzaa celebration and to encourage an appreciation for this highly interesting holiday. This project can be incorporated into a variety of different programs, such as "Christmas Around the World" or "Celebrations of the American People."

According to Cedric McClester, "Kwanzaa is a unique American holiday which pays tribute to the rich cultural roots of Americans of African ancestry. Kwanzaa meant 'the first' or 'the first fruits of the harvest' in the East African language of Kiswahili. It is observed from December 26 through January 1. The Kwanzaa celebration is built on seven principles which strengthen the individuals and unify the family and community."

The Kwanzaa unit consists of various stages and activities which introduce the students to various aspects of the African culture. The first stage laid the foundation by preparing the students for this new cultural experience. This unit was initiated with a number of questions to arouse students' curiosity about Kwanzaa. Following this stage we began making our Kwanzaa books. This stage extended over a period of seven lessons. The next stage involved the construction of handcrafted fits, weavings, and ornaments, which, along with the books, would be given as gifts to students' families. The final stage or product is a condensed presentation of our study for the Allen Elementary School Christmas program in 1990. The same presentation was also integrated into a community Kwanzaa celebration.

Detailed Example: Making of the Kwanzaa Book

The main purpose for the book stemmed from the idea given by Cedric McClester: "If gifts are even chosen to be given, they should be gifts of functional value, such as a book or hand-made items." The Kwanzaa book met both criteria.

Begin with the cover. The cover of the book is an individually created replica of an African Kente Print. The Kente Print is a print or pattern, which is placed on cloth and which symbolizes items used in the everyday life of the individual. Each student chose small items which he or she uses every school day, such as erasers, pen caps, paper clips, etc., for his/her patterns. Students need to select colors for their patterns. They dipped each item in paint and arranged the items in their preferred pattern on a white piece of construction paper. Upon completing their patterns, they progress to the next stage, the content of the book, consisting of pictures of symbols, along with their importance to the Kwanzaa celebration. For example: "Kinara is the candle holder for seven candles, one black, three red, and three green." Then the seven principles are also recorded. Each principle is stated in Swahili along with an English interpretation. For example, "Umoja (Unity) means to strive for and maintain unity in the family, community, nation, and race." During this part of the lesson, try to integrate and relate the African culture into the students' daily experiences for a clearer understanding of the culture. After all the information is presented and discussed, all the contents are inserted into the cover and bound.

THE STUDENTS

The main reason or purpose for introducing the Kwanzaa celebration to students is the cultural and historical significance of the holiday.

With the activities that all students complete during this study, they have the opportunity to take this information from their Kwanzaa books and to share it with their families. By sharing these values and concepts with their families, the students can assist in the celebration of family involvement and the preservation of their heritage.

MATERIALS NEEDED

McClester, C., *Kwanzaa*, New York 1990.
Craft supplies for Kwanzaa books: construction paper, paint, string, small items such as erasers, paper clips, etc.

CREATIVE VALUE

Developer Gantz observes, "This program is double-faceted. First, there is the versatility of the program. It is integrated and adapted to meet the teacher's needs and usages. How the program is utilized is the teacher's decision. The important thing is to match the program to the students' abilities."

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THE NOISE CONTROL PATROL PROGRAM

Pam Styles

Meadowdale Elementary School

Dayton City School District

Elementary LEVEL

THE PROGRAM

The Noise Control Patrol (NCP) Program is a systematic approach to teaching school appropriate behavior through a positive instructional program. Many children come to first grade with backgrounds that lack a variety of developmental experiences. Some come to school unfamiliar with quiet, sedentary activities and find them uncomfortable, sometimes threatening. Even children without obvious problems benefit from this program because it eases the transition from activity-oriented half-day kindergarten to full-day first grade and allows the children to experience success in adjusting to the new school environment.

The NCP teaches students voice modulation and communication skills as well as body and materials management. This is accomplished through instruction which teaches what "quiet" is supposed to sound like. Role-play is used to demonstrate desirable and undesirable behavior. Various visual and auditory cues are available to students that indicate when targeted behavioral objectives are being met. The program, while centered in the classroom, involves the children in different areas of the school and other places where people can be observed at work.

After a discussion and observation of the properties of water, frozen and boiling, equate boiling, freezing, and room temperature with noise and activity levels, using a large demonstration thermometer. Boiling is loud with lots of movement; freezing is still and silent; and room temperature is quiet movement and quiet voices. The thermometer is then used to indicate which behavior is expected. This concept is reinforced as a playground activity in which the temperature is changed back and forth as the children act out going from a rolling boil to frozen solid.

Background music is used to auditorially gauge if quiet behavior is being used. It is explained that the music is intended to help the children doing seatwork and small-group activities. The music, like room temperature, is not too loud or too soft; it helps them remember what quiet sounds like while they are working. If the noise level gets too loud, the children are reminded that they all must be quiet enough to hear the "working reminder music."

When the children have learned the appropriate skills of working quietly, they are ready to begin the "Noise Control Patrol." The children wear an NCP button and help remind each other to behave appropriately. A student is appointed each week to be the NCP monitor; this position is rotated among all those who exhibit the ability to follow the NCP job description. It is the monitor's duty to give reminders and warnings to students who cannot stay within the designated room noise level. The monitor has the authority to take away the offending student's pin. The confiscated buttons are pinned to the NCP bulletin board; the number of pins are subtracted from the total number "on patrol" to indicate the success of the NCP for that day. The results are charted on a graph on the board.

THE STUDENTS

NCP establishes a positive learning climate based on mutual respect. Students are empowered to control their own behavior, which gives the teacher quality teaching time.

Small-group projects and peer tutoring are encouraged because the children are learning the necessary social skills as part of NCP. Vocabularies can be expanded by teaching quiet, productive behavior techniques that encourage communication.

MATERIALS NEEDED

A large demonstration thermometer, an audio cassette player with auto reverse and a variety of instrumental music tapes, button maker and supplies to make buttons which identify the students as part of the NCP, and charts on which to graph the successful NCP days.

CREATIVE VALUE

Developer Styles observes, "This program does not impose a value judgment on noise or quiet which can then reflect back upon a child.

"The NCP is also innovative in that cooperative learning skills are introduced at a very basic level. Precise instruction, teaching what behavior is expected and how to achieve it, makes use of sensory awareness, which is so important for a child."

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ORAL HISTORY SPEAKS

Corlista Hardman

Orchard Elementary School

Cleveland City School District

THE PROGRAM

Oral History Speaks provides a means of instilling cultural heritage through oral interviews with parents, grandparents, and immigrants. The students will begin to see similarities in the cultures so that differences diminish. They will begin to develop self-esteem as they identify with their own histories.

The students brainstormed and developed interview questions to be asked of staff members, parents, and grandparents. As a practice session, each student used a tape recorder to interview a staff member of our school.

As an extension of this activity, students became pen pals with a 4th grade class from another elementary school. The students communicated with each other through letter writing.

At a joint meeting at Orchard School, students interview the team made up of a child from each school, and develop interview questions to use when interviewing a local immigrant in March at Cleveland State University. We were able to secure immigrants through the assistance of Cleveland's Nationalities Services Center. In the meantime, students should interview parents and grandparents. Students will use the computer to transcribe the interview, which will be produced in triplicate. One copy will be placed into a scrapbook, titled *Our History Speaks.*

Next, schedule interview guests into the classroom and videotape your guests talking about events and people in their pasts. As a culminating activity, all of the interviewed guests could be invited to a luncheon in June where they would receive a personal copy of the student's interview and a snapshot with their student reporters.

THE STUDENTS

This project was my first attempt at oral history. Students become excited when interviewing and transcribing the tapes. Interacting with each other develops their questions and writings.

This is one project that will forever be in their memories because it became a personal experience. This project stimulated and heightened the students' awareness of other cultures. Students gained a sense of self-worth through oral history interviews.

MATERIALS NEEDED

Tape recorders are needed by students to complete their interviewing. A video camera is needed to record pen pal meetings and luncheon meeting with our guests. The Cleveland Nationalities Services Center provided local immigrants for the students to interview. Consultant services were provided by Dr. Marcia Zashin, Cleveland State, and Rikki Santer, Cleveland Education Fund.

CREATIVE VALUE

Developer Hardman observes, "This project unites inner-city students and suburban students in an interviewing partnership. The students experienced a hands-on approach to oral history. They develop interviewing techniques and improved writing skills. The students gained a sense of self-esteem and an increased awareness of the similarities, differences, and personal experiences of the ethnic peoples they interviewed.

"As a culmination activity, the students will publish a photo-illustrated anthology of their writings and interviews. Copies will be distributed to all student interviewers and interviewees."

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Elementary
LEVEL

PROJECT MENTORING

Sharon DeBrosse

Lincoln Individual Guided Education Elementary School

Dayton City School District

Elementary
LEVEL

THE PROGRAM

The **Project Mentoring** program is a cooperative venture between Lincoln I.G.E. Magnet School and volunteer professionals throughout the Dayton area community. The purpose of the program is to provide an opportunity for sixth grade students to observe, explore, learn, and share about a special career of interest. An interest inventory completed by the students at the beginning of the school year will help determine the profession chosen. Volunteer professionals are then paired with a student and meet once a month based on the student's career interest. The students visit with their mentors from 10 a.m. until 12 noon. Videotaping of these visits is ongoing. A report and project are completed as a result of the mentoring experience. In May, the students will share their projects and reports on videotape. Hence, each sixth grader will not only learn about his/her career interest but also about all the other careers that classmates encountered.

The tapes will then be shared with fifth graders as an introduction to the mentoring program.

Activities

- Interest inventories indicating the students' career interests are completed.
- Letters of introduction are written by students informing their mentors about themselves (hobbies, family, favorite foods, sports, awards, etc.)
- A special unit to prepare the students for the mentoring experience is conducted (attitudes, professionalism, dress, ways to greet and show appreciation, what to expect and look for, note taking, report and project sharing, other expectations).
- Videotape of last year's program is seen and discussed in order to prepare students for their mentoring experience.
- Students mentor one morning each month beginning in October and ending in May.
- Students maintain a journal of their mentoring experience – shared with their fellow classmates.
- Videotaping of the mentoring experience is ongoing and offers many opportunities for students to increase communication skills.
- Mentors assist students in deciding on and completing a project as a result of the mentoring experience.
- Students are responsible for completing a two-page report and project by May. These will be presented and videotaped at this time.
- A special luncheon to honor the mentors participating in the program will take place at the end of May. At this time, certificates will be presented by the students to their mentors.

THE STUDENTS

Students will observe, explore, learn, and experience a special career interest. They will establish a friendship with their mentors which increases the student's self-esteem.

Students will increase their written and oral communication skills before, during, and after the mentoring experience. They will identify with their mentors as "models" (individuals after whom they can fashion their lives).

Students will gain an awareness and appreciation of a variety of careers from one another. Students who have completed their mentoring projects will share reports and projects as a result of their experience.

The students who will be coming into the 6th grade the next year were introduced to the mentoring program through the viewing of the videotapes filmed of the sixth grade mentoring experience and reports.

MATERIALS NEEDED

Career interest inventory, list of professionals interested in mentoring, journals, buses, camcorder camera, and VCR tapes.

CREATIVE VALUE

Developer DeBrosse observes, "Dayton City sixth graders have few opportunities to identify with professional persons who can offer not only knowledge and awareness about a career, but act as models for the students to observe and follow. The mentors are friends helping students in their goal of 'becoming.' "

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STAR-SPANGLED KIDS

Mary Lou Jubin & Mary DeBerry

Fairlawn Elementary School

Akron City School District

Elementary LEVEL

THE PROGRAM

Star-Spangled Kids is a program that develops a classroom into a working, living democracy while teaching about the country's history, its flag, and the meaning of the Pledge of Allegiance. All parts of the curriculum are included from the academic subjects to the creative arts.

The children engage in the following activities:

1. Research: Books are read and discussed.
2. Drama: A play is produced and videotaped on the first flag.
3. Art: Flags and symbols are made by each class member.
4. Creative Writing: Individual books are made on the meaning of the Pledge of Allegiance. Creative stories, such as "How It Feels to be a Flag," are written.
5. Music and Dance: Patriotic songs from our rich heritage are learned. Seven folk dances are learned and danced to this music.
6. Public Speaking: Reports are shared and poems are learned in choral speaking.
7. Cooperative learning is developed within the classroom and with another classroom by setting up and running a democracy.
8. The completed unit is shared with the parents and the community through a program entitled "The Stars and Stripes Forever."
9. Videotapes are made available to other grade levels in the school, and they are also sent home on loan to the parents.

Each week a "mayor of the week" is selected. Each row will elect a council member. Problems will be reported to the council member who will record them and bring them up at the council meeting with the mayor at the end of the day. The mayor will decide how the problem should be resolved.

Rows will also meet to work on unit-related projects. The council representative will report to the class the progress made on projects. Example: In studying what the "Pledge of Allegiance" means, each row will discuss what they think a phrase in the pledge means. The council member then reports to the class, and the teacher clarifies the ideas shared. The children then record the meaning of each phrase in their own individual books.

Sample: Page 1 - "I pledge" means I promise. Children then write what it means to make a promise.

Page 2 – "Allegiance" means loyalty.

A class book will be assembled and videotaped, and each child will make his or her own personal book. The skills used in this lesson would be: cooperating and sharing, writing, speaking, handwriting, and illustrating.

THE STUDENTS

This program enhances each student's self-image and respect for self and country. Self-discipline will be strengthened by developing a democratic atmosphere, and behavior problems will diminish as the children become responsible for governing the room.

Through unit activities, the children will improve their skills in reading, spelling, handwriting, creative writing, and speaking. Large- and small-motor coordination also will be enhanced. They will become aware of what our country's flag stands for and will be able to identify and learn facts about our nation's symbols and history. They will use many types of learning materials to increase their knowledge and will share their information through the books they make and video productions.

MATERIALS NEEDED

Frank Schaffer's School Days and Teaching Club, Big and Easy Art for Patriotic Holidays, The Mailbox, Teacher's Friend, and *America My Country.*

CREATIVE VALUE

Developer Jubin observes, "The program makes each child an active citizen in the democratic classroom. As we correlate the academic disciplines to develop a pride in self and nation, the children develop their own version of what the pledge means to them and how to relate it in their everyday lives. History, music, and patriotic songs will be integrated into the program, and the children will learn seven folk dances that will enhance their coordination and large muscle skills. They will all feel the pride of seeing their patriotic culminating program turned into a TV video special to be shared with others."

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CURRENT EVENTS BROADCAST

James W. Reinker

Franklin Alternative Middle School

Columbus City School District

Intermediate
LEVEL

THE PROGRAM

Current Events Broadcast is a lesson that involves all students. It incorporates a team learning approach to a common social studies lesson. The teacher is a facilitator and guide rather than the omnipotent source and entertainer. The lesson can be ongoing or short in duration, depending on the curricular requirements.

The lesson begins with the teacher dividing the class into groups of about four. A lottery takes place to decide which group is assigned the "news beat" for each world region. I have found that the following world regions work nicely: (1) U.S.and Canada, (2) Ohio and local areas, (3) Asia, (4) Europe, (5) Soviet Union and Australia, (6) South America, Central America, and Africa, (7) Middle East, (and if needed) (8) environmental issues. A captain of each group is elected. The teacher then provides newspapers, magazines, or other sources of news. Use the school system, students, parents, and the library for new publications. Best efforts result with materials no more than two weeks old.

The teams of students are then told that they are going to broadcast the news in front of the class. It is explained that everyone in the class will be a broadcaster. Each student will be responsible for about 30 seconds of news. Students are told their news stories are to be read, understood, and then written in their own words so that the meaning of the story is understood by the rest of the class.

The next step is to allow the students to search the newspapers for an article of their region. At this point it is best to remind the students of the correct ways to take notes (if this skill is lacking). Each group is responsible for providing a newscast that is between two and four minutes in length. This time should be divided among the four students so that each person only has to provide 30 seconds of news.

The captain has two responsibilities. First, he/she is the spokesperson of the group. Second, the captain acts as a leader so that the teacher can ask him/her if each person has a story and also if the length (time) of the stories is acceptable – between two and four minutes.

To make this a truly cooperative lesson, ask that only half of the group broadcast the news in front of the class. This forces the other half to provide a legible copy of their story to the broadcasters. It also enables some cooperative learning to take place in the editing process. The students take turns broadcasting every other time.

It also should be noted that if this lesson is used as an ongoing activity throughout the school year, it is best to change each group's world region. This widens their perspective. Also, changing the group members could be advantageous.

THE STUDENTS

This project has practical value for teaching a student how to understand a news article and then communicate its story to others. Critical thinking skills are aided through this lesson. The work is the students' own creation, not mine given to them.

MATERIALS NEEDED

Recent newspapers; recent news magazines such as *Newsweek, Time, U.S. News and World Report*; news information attained through T.V. or radio reports; several dictionaries and a thesaurus.

CREATIVE VALUE

Developer Reinker observes, "This project is an incentive to cooperate and be successful. Commercials may be presented after the news flick is presented. The commercials are not a requirement, yet many enjoy the chance to create their own advertisement. Using videotape, the students put forth their best effort.

"Helpful hints are given to the broadcasters before their presentations. My grading philosophy on this program is that all group members provide news stories in a manner that the audience understands and that is within the two- to four-minute limit. I believe the benefits of the lesson were gained in the process as well as the delivery."

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IMPROVING STUDENT MAP SKILLS

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Crenshaw Junior High School

Canton City School District

Intermediate
LEVEL

THE PROGRAM

Improving Student Map Skills is a program that creates a comprehensive approach for improving student map skills with an emphasis on the recognition of the world's nations and important geographical features. The program implements a variety of activities to meet the needs of the auditory, visual, and kinesthetic-tactual learners. The success of the program was measured with testing at the end of the first and second semesters.

The core of the program involves the completion of eighteen maps which identify critical elements and features specific to world regions. Students are required to label the nations, cities, and other important features of the region. Students are also required to color and decorate their maps in a manner that helps identify the important factors in understanding the region. These core maps serve as a basis for a number of games, individual and group projects, and other related activities which are conducted throughout the school year. The student motivation is reinforced with peer recognition, bonus points, and a token system instituted at the beginning of the school year.

The related activities of the program are a critical factor for improving and maintaining student motivation. The games are played on a biweekly basis and are designed to reinforce student recognition of the nations, cities, and geographical features of a specific region. Some of the games are designed with individual participation, and others use a team approach. Examples of the games would be map races, map jeopardy, map bingo, and map challenge. A critical element of this program is that it uses these games which are often left behind at the elementary grade levels even though students in the secondary grades still enjoy playing them.

Another element of this program is the use of special projects which increase student motivation and learning. Examples of these projects would be a travel poster contest, videotaped presentations, world news reports, and other projects which emphasize critical thinking and creativity.

A specific example of a classroom activity in this program would be the world travel posters. The objective of this activity is to increase student motivation and learning through the use of a group project which allows students the opportunity to choose a specific location and plan a vacation or visit another country. The students are divided into groups of three and are required to research their locale and develop a brief presentation on the specific activities they would be involved in when they make their visit. The project is culminated with the development of a travel poster which would encourage others to want to visit this site. The classes vote on their favorite posters at the conclusion of the activity. This project has become very popular with students and serves as a great motivator for becoming interested in geography.

THE STUDENTS

This program allows the teacher and student to break away from the traditional and often monotonous approach which is used in many geography classrooms. It also greatly helps reach the student through the use of activities which involve auditory, visual, and kinesthetic-factual approaches.

MATERIALS NEEDED

A variety of atlas references in developing the eighteen core maps of the world. Game and project ideas are teacher developed.

CREATIVE VALUE

Developer Henderson observes, "This program is creative because it allows the student the opportunity to investigate the world in a nontraditional format which encourages critical-thinking skills and creates an atmosphere which is relaxed and fun."

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OHIO – THE STAR OF IT ALL!

Terry E. Reed

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Dayton City School District

Intermediate
LEVEL

THE PROGRAM

Ohio – The Star of it All! is a project that is designed to increase the students' general knowledge about and pride in Ohio. Students will use a word processing or desktop publishing program on the computer to design, edit, and publish a book highlighting Ohio. Recipes using state agricultural crops, current statistics, tourist attractions, colleges and universities, historical information, and landmarks will also be incorporated into the book. Students have the chance to prepare and try many of the recipes that are included in the book.

The objectives in the home economics curriculum can be taught by focusing lessons on learning about Ohio. Skills in machine and hand sewing, design, color coordination, planning, and measuring will be taught as students make various projects. A counted cross-stitch wallhanging of the state which features cities, principal industries, agricultural crops, famous Ohioans, and other pertinent infromation will be designed and constructed. The cross-stitch map of Ohio will reinforce geography skills while the students learn to cross-stitch. Students will learn to quilt, needlepoint, cross-stitch, and candlewick using the Ohio Star quilt pattern to create projects which might include key rings, coasters, notebook covers, pillows, placemats, tablecloths, sweatshirts, banners, and wallhangings.

Students can learn interesting information about Ohio through a variety of methods. A puzzle for students to put together features many fascinating facts about Ohio and can be purchased at local department stores. Bulletin boards can disseminate information about the state motto, song, nickname, bird, flower, tree, seal, and flag. A map of Ohio will show students the names and locations of the state capital, large cities, and the counties in Ohio. Class discussions can focus on tourist attractions and historical landmarks to visit in our state. Students learn about famous Ohioans through encyclopedias and biographies. Pre- and post-tests will measure the students' knowledge of people, places, and other information about Ohio.

THE STUDENTS

This approach is an interdisciplinary way of learning about Ohio. As the class explores Ohio, the teacher and students will learn about and gain pride in the various ethnic cultures that make up our state heritage. Through examining historic sites, the students will learn about events that have shaped the history of Ohio. This project will introduce students to the various universities and colleges that are located in their home state in hopes that they will consider furthering their education at one of these sites. Computer, research, and library skills will be fostered as students work cooperatively to publish a book about Ohio, using a word processing or desktop publishing program on the computer. Making the various projects will improve students' abilities in the areas of design, color coordination, planning, measuring, and sewing. The cross-stitch map of Ohio reinforces geography skills while the students learn to cross-stitch.

MATERIALS NEEDED

Let's Discover Ohio by Kathy Akers and Janine Montgomery

Star Gazing – A Collection of Ohio Star Variations by Jackie Robinson

Encyclopedias, Ohio cookbooks, responses from Ohio Chambers of Commerce, and Ohio maps.

CREATIVE VALUE

Developer Reed observes, "This program is an integration of the senses using hands-on activities to promote permanent learning and carryover to other disciplines. It is a unique way to stimulate pride and patriotism in our state and our country. Citizenship will be enhanced as the students become better informed about their state.

"The possibilities for this project are unlimited. The project could be tailored to almost any discipline and any grade level. My students and I have enjoyed learning more about Ohio this way."

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AN ORAL HISTORY OF GLENVILLE AND CLEVELAND

Carole Ann Allore

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Cleveland City School District

Intermediate LEVEL

THE PROGRAM

An Oral History of Glenville and Cleveland is a program that records interviews with local residents about the communities' history.

The oral histories are transcribed before the end of the year and put into a booklet. People who have lived in the Glenville area years ago come into the classroom and speak to the students on what Glenville was like when they were growing up. These guests have their stories taped so that the students may compare Glenville today with Glenville yesterday.

The students interview their families, friends, minister, etc., in the Glenville neighborhood. They are not only learning about their neighborhoods but are refining skills such as listening, making appointments with people to interview them, and writing (transcribing their interviews). They have gained confidence by having people compliment them on their interviewing skills.

The classroom activity begins by discussing what history is. Then ask students if they know what an oral history is. Give students a choice of whether they want to do an oral history of their community. Letters are to be sent home to parents explaining what you're going to do and emphasizing that their child will receive a tape recorder for use in this project. During a class discussion questions are to be compiled that could be used in the interviews.You may want to be the "guinea pig" for the first interview in order to give the students practice interviewing. Tapes are to be brought in once a week for teacher listening and for transcribing the conversations into the student's booklet.

THE STUDENTS

The students make English and social studies come alive. It is meaningful and fun to them. They have become more involved in classroom discussions and want to make suggestions as to how to improve their projects.

MATERIALS NEEDED

A tape recorder for each student (provided through the Cleveland Educational Fund), blank tapes, the *Discover Oral History Book*, and numerous materials from the Bridges Program Workshop.

CREATIVE VALUE

Developer Allore observes, "The students not only interview, but in the transcribing part of the oral history many of them have asked if they could illustrate certain things that were told to them in their interviews. Many of these are totally delightful. Webster defines 'creative' as 'having or showing the power to produce original work.' This program definitely does just that."

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PRIDE-IN-DAYTON OUR INTERNATIONAL CITY

Joeanna Hill

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Dayton City School District

Intermediate
LEVEL

THE PROGRAM

Pride-in-Dayton Our International City is a project to help promote pride in the city. The students will produce, direct, and edit a video tour guide portfolio of Dayton as an international city. Students will tour and video places such as Sunwatch, Dunbar House and School, Patterson Homestead, Woodland Cemetery, Burkhardt/Soap Box Derby, Mead, NCR, Huffy's, University of Dayton, Wright Brothers Shop, and Dayton Institute.

Students will focus on an international theme, which will include festivals, personalities, business, neighborhoods, and Dayton Public Schools – International Magnet Schools.

Students conduct this project over a nine-month period to include several events that take place in Dayton. After information, interviews, and other items of interest are completed, students will then produce a video tour guide of Pride-in-Dayton Our International City.

Students are responsible for going to the library to research Dayton's history. You may want to try to take the class to your local public library.

Students are responsible for interviewing various personalities. (Each year different persons are selected.)

Students take the interview and other information, write a script, and do an actual taping of the tour video. Students need also to choose background music and compile a study guide for the video.

THE STUDENTS

This project improves the student's knowledge and appreciation of Dayton as well as teaching the history of the area by having students research information. This project guides students into a self-directed exploratory method of learning. Also this video and study guide can be used throughout our city.

Currently, there are no nonprint media that project Dayton as an international city; therefore, students have met a challenge by being the forerunners.

MATERIALS NEEDED

School-owned videocamera, video cassette tapes, slide film, Dayton Public School TV Station, Dayton Chamber of Commerce, Dayton Public Library, and access to city events/tour sites.

CREATIVE VALUE

Developer Hill observes, "Since there are no nonprint materials that focus on Dayton as an international city, Pride-in-Dayton allows students to explore and create what has not been created."

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TIME MACHINE PROJECT

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Toledo City School District

Intermediate
LEVEL

THE PROGRAM

The Time Machine Project allows someone who died in 1900 to come back to life for one hour in 1991. This person is isolated in a small room with electric lighting and without windows.

It is your job to develop a booklet to show him/her what has happened since his/her death. This will be his/her only contact with what is going on or with what has gone on in the world.

This project must be typed or neatly written in ink. Your booklet must include the following in this exact order:

1. An attractive cover
2. Table of contents
3. A list of ten inventions which have changed the world (since 1900). Briefly describe each. Example: Television
4. A list of ten new places to visit in the world with descriptions of each. Example: Disney World
5. A list of ten new foods with a description of each. Example: T.V. dinners
6. A list of ten important news events in the United States (since 1900). Example: John Kennedy killed. Describe each and list the year in which it happened.
7. A list of ten important news events in the world. Example: World War II. Briefly describe and list dates.
8. A list of ten fashion changes since 1900. Example: Miniskirts. Briefly describe each and tell when it was popular.
9. A list of twenty new personalities of the 1900's. (Be sure to include minorities and women!) Give a brief description of what they did. Example: Neil Armstrong was the first man to walk on the moon. List dates.
10. A list of ten famous sporting events. Include descriptions and dates. Example: Babe Ruth hits 60 home runs in 1927.
11. A list of 1990's words, phrases, or slang expressions with a short description of what each means. Example: "Part on, dude!" (list of 10)
12. A collection of at least 20 pictures (from magazines, etc.) showing some of what you discussed in the rest of your booklet. Place pictures on the page that lists that particular thing.

Example: A picture of the airplane in the invention section.

One to two months prior to the due date, instruction sheets are distributed to the students. As a class, read the instructions orally. Then discuss the requirements of the project. Examples of previously completed projects by former students are passed around the classroom (available upon request).

THE STUDENTS

The Time Machine Project gives students an opportunity to explore their past in an exciting and unique way. They dive into the 1900's by looking at specific aspects of that time period – aspects that are more interesting to students than the traditional types of requirements in a history project. They are able to explore fashions, fads, sports, slang, etc., in a new and appealing way. This project allows students to get the feel of the era.

MATERIALS NEEDED

Social studies book, library books, magazines, newspapers, encyclopedia, and conversation with adults.

CREATIVE VALUE

Developer Slane observes, "It creates interest not only in the students, but also in their families. Parents have expressed their pleasure in becoming involved in this project with their sons and daughters. It is interesting to students who normally do not do well in the classroom setting. They have turned in some wonderful work. This project has had an important impact on students, both past and present."

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WHAT GRADE DO YOU WANT, A, B, OR C?

Ronald J. Anton

Halle Elementary School

Cleveland City School District

Intermediate LEVEL

THE PROGRAM

What Grade Do You Want, A, B, or C? is a program to keep each student on task in order to receive the grade which he/she chose at the beginning of the semester. If at the end of the marking period, the student has not put forth the effort, then he/she will have the option of doing extra credit work. The choice is up to each student.

Have students begin the semester by choosing their desired grade. Assign mentors for weaker students in class. Mentors should be rewarded. No one fails if he/she shows up for class and makes some effort. Teach and constantly reinforce the basics for each subject area. Each subject area should be designed by using 50, 100, 200, or 300 core questions for that subject. From these core questions, the instructor will be able to branch off into other questions. The original core questions should be taught and drilled over and over again. Students should be taught to formulate questions as well as to answer questions.

List, discuss, and explain the job-related areas for each subject. Guest speakers are recommended.

A grade should be given for classwork (handouts), homework assignments, and class projects. Students who are absent or who fail to complete an assignment should be given ample time to make up that work. They should consult with their mentors whenever necessary.

Testing: The students should be given practice tests two weeks before taking the actual test. The information they are given should always be twice the amount needed for the test. Example: If the test the instructor is going to give consists of twenty-five questions, the students should receive a handout of 50 questions to study. They are told that 25 of the 50 will be on the test. The instructor should then select 25 questions without changing or modifying any of them. After the students take the test and the instructor grades them, the students will be allowed to correct their mistakes and then return the test to the instructor in order to better their original grade. The instructor should formulate a system for grading which indicates to the student where the mistakes are and the kind of mistakes that have to be corrected. The instructor should not fill in the correct answers for the students. After the students have tried correcting their papers one time, they may be allowed to do so again and again. However, after the first try, the highest grade they will be able to attain will drop a grade each time they try. The mentor may help the student in any way possible short of giving that student the right to copy all the answers.

Each subject area should in some way touch on all subject areas. Sample: Spanish can touch on English grammar, history (culture), reading, and so on.

A subject-related video day should be incorporated. Videos are now available in all subject areas. Assignments or activities should be given as students watch the video.

Three to five games should be incorporated for each subject area. These games should be of a competitive team nature.

Openly remind each student whether he or she is on task with his/her chosen grade. This should be done once a week.

THE STUDENTS

This program encourages learning and motivates the students to hold onto what they already have. The students need not strive to attain a desired grade, but rather work to maintain the grade they chose. The grade-competitive classroom is eliminated and the embarrassment of not being able to do the work is nonexistent. The instructor may not take the role of a facilitator, supervisor, and friend.

MATERIALS NEEDED

The main resource needed to implement this program was my desire to decrease the failure rate and experiment with various creative programs.

CREATIVE VALUE

Developer Anton observes, "This program works extremely well with at-risk students; therefore, one may conclude that it will work well with all students. Another innovative point is that no special, costly materials are needed to initiate the program. Everyone in the classroom will benefit from this program. The weaker students have hope and help; the mentors gain respect and pride. The instructor will have created a cooperative learning environment with fewer discipline problems."

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WORLD CLASS

Rick Houchen

Eastmoor High School

Columbus City School District

Intermediate
LEVEL

THE PROGRAM

World Class is designed specifically for students to acquire a grounding in global perspectives through readings, simulations, and practicums. Skill development in communication, decision making, problem solving, organization, and human relations is emphasized.

Each high school had the opportunity to select a student to participate in the World Class. While sophomores and juniors were preferred, each school could select any student who demonstrated an interest in international studies, was self-motivated, and could work well with others.

The goal of the World Class is to prepare students to work productively and responsibly in the increasingly interdependent world of the 21st century.

Culture and values, global systems, global issues, and global history are the four components that provide the foundation for the World Class. As the culminating experience, students will serve as multicultural/global ambassadors by making presentations to local elementary and middle schools as well as to a variety of local community organizations.

While the components are largely predetermined to reflect the elements of the global education curriculum, the course is designed for students to have substantial input in the specific areas studied and in the method of presentation. Many of Ted Sizer's Coalition of Essential Schools nine "common principles" are being integrated. Notions of "restructuring" are also being implemented so that others across the county can benefit from this pilot.

In addition to the two teacher/facilitators who work with the students on a daily basis, support comes from high school liaisons and an advisory committee. It is critical to link the "home" school with the program. Liaisons also are providing assistance in evaluating the program and assessing student work. The advisory committee of 30 members has broad-based representation. It includes representatives from the business and educational communities as well as those who represent organizations with an international focus.

The entire program operates on a very "low" budget. Through a grant from the Ohio Department of Education, $30,000 was received and is used to compensate districts for the released time for the teacher/facilitators. Each district has been asked to provide materials/supplies for ongoing course needs. Franklin University has been particularly generous by providing facilities at no cost.

One of the four dimensions of the World Class focuses on culture and values. Dr. Harry Kitano, professor of social welfare/sociology at U.C.L.A., was a special guest speaker who compared U.S. and Japanese cultures. The students, in preparation for the speaker, prepared questions on the previous day which they asked during the presentation.

As a further extension of the multicultural experience, seven students from Franklin University's International Students Association joined with World Class students for an initial get-together.

THE STUDENTS

The World Class has been designed especially to enable students to express their ideas in various ways, recognizing the different learning styles that students have.

It provides a forum for students to engage in extended interaction with students from other districts. This interaction leads to greater understanding of different cultures and also reduces stereotypes, prejudice, and racism.

MATERIALS NEEDED

The World Class project is designed to tap community resources. Franklin University location helps students have access to businesses and agencies in the downtown area. In addition, individuals in the community have generously contributed their time to support this program.

CREATIVE VALUE

Developer Houchen observes, "The program is creative because it combines unique methods of learning and teaching with the use of new technology. We are utilizing local Apple Inc. representatives to assist us in using unique software applications that will link World Class students with students in classrooms around the world."

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ADVERTISING AND THE CONSUMER – A GROUP PROJECT

Allen J. Abel

South High School

Cleveland City School District

Secondary
LEVEL

THE PROGRAM

Advertising and the Consumer – A Group Project is designed to assist students in identifying and evaluating advertising techniques currently used to attract consumers. The students develop advertisements and commercials as the main component of the project.

Steps in meeting the objective:

1. Lead the class in lecture, discussion, identification of various advertising techniques (e.g., celebrity appeal, bandwagon approach, sex appeal, etc.).

2. Divide the class into groups.

3. Each group of students must decide on a product they would like to advertise or create a product of their own they would like to see advertised.

4. Each group will be responsible for the following:

A. TV Commercial – Students must write a 30- to 60-second script for the product selected by the group. After writing the script, the group prepares the actual commercial for presentation to the class. If possible arrange for the commercial to be videotaped separate from the class. Final product will be viewed by the entire class.

B. Magazine Ad – Students create a magazine ad for the same product as the TV commercial.

C. Poster – The poster represents an advertising technique for the group-selected product. The students can bring in various magazines that will assist them in their poster assignment. Slogans, pictures, and advertising techniques discussed in class can all be part of the final product.

5. After the groups have had an opportunity to complete the three parts of the project, the teacher and the class have a great opportunity to critique the TV advertisement, magazine advertisement, and the poster.

Below is a day-by-day schedule of events used in making sure the students stay on task:

Day 1 – Introduce lesson; identify various techniques used in advertising and provide examples of each technique.

Day 2 – Choose group for the project; choose product – be original (creative) and work on rough idea for TV script.

Day 3 – Prepare poster ideas; hand in magazine ad idea and final copy of TV script.

Day 4 – Practice run for TV script; final sheet provided for magazine ad, and final sheet provided for poster.

Day 5 – Magazine ad to be turned in prior to taping; materials, costumes, props all ready for TV taping; and poster work progressing during taping of other groups.

Day 6 – View TV commercials; debrief the students on work completed; display completed posters; and discuss grading of project.

THE STUDENTS

This unit provides a "learn-by-doing" atmosphere for the students. One can learn the techniques of advertising from the text and critique various ads from the TV, but when you must actually create, plan, and prepare to complete a project – and one to be videotaped – it's another story. Another advantage is the opportunity for the students to work together and derive value from the talents that are present within their group. This appreciation of talent, working together toward a goal, and laughing together add a new dimension to both the students' vision and to the teacher's vision of the class.

MATERIALS NEEDED

Schedule of events, paper for rough sketch of ad and script, poster paper for the ad and final poster, old magazines for markers for ad and poster, and video camera for taping and monitor for playback.

CREATIVE VALUE

Developer Abel observes, "Students love seeing themselves on TV. Grading is easy – you grade on each phase of the project. It is a lesson long remembered by the students. (Students fight for a copy of the tape to take home.) It teaches a new appreciation for the time and effort that go into making a good commercial. It is a great activity for certain times of the year when the class needs a good 'energizer' activity."

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CREATIVE TIMED WRITINGS FOR MULTICULTURAL INFUSION

Agnes A. Thomas

Linden McKinley High School

Columbus City School District

Secondary
LEVEL

THE PROGRAM

Creative Timed Writings for Multicultural Infusion is designed to infuse multicultural activities into the regular classroom activities of the Cooperative Office Education class, while at the same time helping students improve their typing skills. The writings are designed to appeal to the students by giving them practice materials dealing with subjects relevant to their personal backgrounds and interests. Additionally, it provides them with interesting, informative articles about many ethnic groups. Selections are written about black, Puerto Rican, Mexican-American, American Indian, Chinese, and Japanese women and men. They cover such topics as sports, music, inventions, art forms, political and social movements, and heroic figures.

This unit is starting the month of Black History observance and continues until all personalities in the book have been covered. Students are given assignments on Monday indicating which personalities or selections will be used for the entire week. Each morning they are given approximately five minutes for silent reading of the selection for that particular day. At the completion of the silent reading, they are given two five-minute timings. Students are reminded each day to underline important facts or outstanding points of information about the various personalities or events covered in the selections they type.

On Friday of each week, give a "Who Am I?" quiz consisting of approximately 15-20 descriptive statements about the various personalities covered during the week. When students complete the quiz, exchange papers and go over the statements and answers orally. Students show a great deal of enthusiasm in volunteering the correct answers before I can completely read the statement. After papers are graded, they are returned so that each student can see his/her grade. Then ask for the highest grade and give the student(s) a prize. The prizes used are promotional items I have been able to secure from companies, such as pens, pencils, lotion, fingernail files, notebooks, calendars, etc. Students look forward to seeing who will win and what they will receive.

You may also have a bulletin board display, and use pictures of famous personalities who were discussed in class.

THE STUDENTS

This project makes students conscious about the many contributions of minorities to the culture of the United States. Additionally, it provides students with interesting topics for typing. Because they are interested in what they are typing, they become more concerned with producing good copy, make fewer errors, and type at higher speeds.

MATERIALS NEEDED

Creative Timed Writings by Marshall Axelrod, Gregg Division of McGraw-Hill Book Company.

Teacher-prepared "Who Am I?" quiz, free promotional handouts (pens, pencils, etc), small gift items purchased through fund-raising activities, and pictures of famous personalities.

CREATIVE VALUE

Developer Thomas observes, "This program utilizes and adapts current textbook materials to accomplish a much-needed emphasis on contributions of the many minorities throughout this country. The instructional materials normally used in the teaching and developing of skills do not usually lend themselves to teaching or appreciating the history of cultures and people. This program brings some of that emphasis into the skill-building process and stimulates students to want to read and learn more about the interesting events and activities that this book covers."

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WORLD WIDE DISTRIBUTION OF INCOME BY BAKING AND DISTRIBUTING CHOCOLATE CHIP COOKIES

Michael Charney

Glenville High School

Cleveland City School District

Secondary
LEVEL

THE PROGRAM

World Wide Distribution of Income by Baking and Distributing Chocolate Chip Cookies visually demonstrates distribution of income.

First bake one hundred chocolate chip cookies. Then research the world distribution of income by country and by per capita income.

Make thirty separate papers with the name of each country on the top. List the country, the continent, the major religions, the ethnic background, racial background, date of independence, major industries, area, population, and per capita income and typical occupations.

Make sure to choose thirty representative countries. Research the way in which income is distributed by continent, country, race, religion, and occupation. Try to be statistically accurate.

When students walk into the class, they randomly pick a country with all the statistical information provided. At times, for more advanced classes, students do the research themselves.

Then name a country and ask the student to identify all the appropriate information. Then ask the student to state the per capita income of his/her country.

When the student states the per capita income of his/her country, then hand the student one cookie (homemade) for each $1,000 of per capita income.

Thus, students who have randomly chosen the United States or Japan receive 15-20 cookies while students who have chosen Mexico receive two cookies. Students who have chosen Haiti, Vietnam or Zaire receive only 1/2 a cookie. Students readily see the dramatic differences between the industrial world and the non-industrial world.

Then divide the class by continents. They will notice the dramatic differences between the European and North American per capita income and that of Africa, South America, and Asia.

I particularly focus on Japan and how it differs from the rest of Asia. I also divide the world between those countries with a white majority and those countries of color so students can see the lasting effects of colonialism.

Students ask questions and a discussion is sparked on the present-day economic and political situation and how per capita income will change in the future.

This program is especially worthwhile because students never forget this division of the world. How could they forget how they gobbled down twenty cookies while a fellow student ate a few crumbs?

Additionally, this program can be duplicated in a different historical time to show how per capita income changes over time and place.

THE STUDENTS

Students often respond by noting how unfair the distribution of world income really is. They then are more likely to understand their place in the world.

Additionally, students develop a sense of justice and sensitivity to world economic and political developments.

MATERIALS NEEDED

Homemade cookies – chocolate chip based on the Tollhouse recipe.

Well-researched statistics about countries of the world.

This information can be found in a good historical atlas. *Scholastic* magazine issues this information yearly in October.

CREATIVE VALUE

Developer Charney observes, "This lesson works so well that a student from an underdeveloped country left his seat and stole some of the cookies from an industrial country. We then had an enlightened discussion about war, the military, and world resources!"

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SPECIAL EDUCATION

TITLE OF PROGRAM	NAME	PAGE NUMBER
ELEMENTARY LEVEL		
[illegible]	[illegible]	[illegible]
[illegible] Work [illegible]	[illegible] & [illegible]	[illegible]
[illegible]	Allison Schramm	[illegible]
[illegible]	[illegible]	[illegible]
I Am A [illegible]	Theresa M. Barber	[illegible]
Learning the Socialization	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
Project MANY (Many Multicultural Awareness For Youth): A Focus on Outstanding Black Americans	[illegible]	[illegible]
School Work Experience	Mary Ann [illegible]	[illegible]
[illegible]	[illegible] & [illegible]	[illegible]
Workshop on a Bus	[illegible]	[illegible]
INTERMEDIATE LEVEL		
A Classroom Economy For Handicapped Students	[illegible]	[illegible]
Come Walk [illegible] Through the Community	[illegible]	[illegible]
The Center Deli	[illegible] & [illegible]	[illegible]
Functional Academics	[illegible] & [illegible]	[illegible]
Let's Work Together	[illegible], [illegible] & [illegible]	[illegible]
The Something Special Club	Kathleen Mary Miles	[illegible]
There's Something [illegible]	[illegible]	[illegible]
SECONDARY LEVEL		
[illegible]	[illegible]	[illegible]
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[illegible]	Charles F. [illegible]	[illegible]
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ADDITIONAL RESOURCES		
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ART SMART

Patricia Toth & Patricia Bodine

Crosby Elementary School

Akron City School District

Elementary **LEVEL**

THE PROGRAM

Art Smart is a program designed as a cooperative learning program between the art teacher, multiple handicapped classroom teacher, and teacher assistant. The purpose of the program is to utilize art to help develop and increase fine- and gross-motor skills, eye-hand coordination, language skills, and vocabulary in young handicapped students.

The program uses a variety of materials and equipment which are meant to be visually, tactility, and kinesthetically stimulating to the student. Among the elements used are clay, drawing, fibers, painting, photography, printmaking, and sculpture.

Among the fine-motor skills to be developed are reaching and grasping; using pincer grasps; dropping and picking up objects; transferring objects from one hand to the other; and pointing, rolling, pounding, squeezing, pulling, and manipulating tools.

Gross-motor skills are also developed in the following ways: by using dance and movement activities with and without music; simple percussion instruments and movement activities with and without music, and simple percussion instruments, such as a drum or tambourine, streamers, lummi sticks, and stretchies. These activities help to develop the following gross-motor skills: setting; crawling; pulling oneself to a standing position; picking up large items; standing (on one foot, both feet) and walking forward, backward, sideways, zigzag, on tiptoes, on heels, on straight lines, and around obstacles. In addition to fine- and gross-motor skills, these activities also help to develop socialization skills, sequencing skills, color and shape recognition, problem-solving skills, increased attention span, vocabulary, and greater language skills. They are as well a source of enjoyment for the students.

Activity: Sand Casting

Objectives:

1. To improve student's awareness of shape, color, and texture.
2. To improve student's ability to hold objects.
3. To improve student's ability to use one hand consistently in most activities and to transfer objects from one hand to the other.

Materials: Sand, plasters, frames, various containers, tools for digging, many gadgets for pressing into sand, newspaper.

Procedure: Activity can be done inside or outside. A frame to hold the sand is necessary. Pie tins, strong boxes, wooden frames, etc., all are necessary. Pie tins, strong boxes, wooden frames, etc., all work well. Moisten sand and make deep marks in the sand either with finger or gadgets. Try many different designs. Mix plaster per directions and pour into frame. Let dry (approximately 1 hour) and pull plaster from sand and shake off loose sand.

Tips Hints: Bent paper clip in back of plaster will make a good hanger.

THE STUDENTS

This project brings about significant student gains in the areas of gross- and fine-motor skill development. It allows students and teachers to be creative and have fun learning. Tasks that are otherwise tedious and dull will become a source of fun for students and teachers alike.

MATERIALS NEEDED

Akron Public Schools Art Graded Course of Study, "Art for Us" Activities Manual, clay, plaster, sand, paper, paint, tinfoil, copperfoil, yeast, eggs, honey, flour, crayons, cans, bottles, sandpaper, rocks, stones, inks, soap, rollers, cloth, yarn, burlap, pots, pans, records, record players, streamers, percussion instruments, lummi sticks, and stretchies.

CREATIVE VALUE

Developers Toth and Bodine observe, "This program involves a collaborative effort between an art teacher, a special education teacher, and an assistant to teach skills that are often overlooked. It uses a wide variety of materials that are stimulating and exciting for students."

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COOKING WITH TECHNOLOGY

Leslie Baird & Kathy Moran

Barrett Elementary School

Akron City School District

Elementary LEVEL

THE PROGRAM

Cooking With Technology integrates the related services of physical, occupational, and speech therapy with the special education teacher in the classroom. The goal of the program is to train our students to develop proficient microswitch usage. For the severely physically and multiply handicapped student, switch operation is the key to academic success.

Functional activities such as cooking help the student become more proficient in switch usage. Microswitches can be used to access small appliances for participation in home-living activities. The student's switch and the appliance are both linked to an environmental control. The control allows for activation of the appliance when the switch is closed.

Our activities have included the preparation of a variety of simple snacks and meals. To prepare a simple snack such as pudding, the necessary equipment would include a mixer, the environmental control unit, several different types of switches, pudding, milk, measuring cup, and eating utensils. For the nonverbal student, communication devices such as a communication clock or a touch-talker or intro-talker are provided. The lesson is then introduced by one of the team members. The food items and cooking utensils are introduced and passed to each student. Those students who are severely physically handicapped are assisted in manipulating each item. The students are then given a choice of participating in either opening the package, measuring the milk, or pouring the milk or pudding into the mixing bowl. Nonverbal students indicate their choice through the use of their communication device or picture cards. Once the students have combined the ingredients, instructions are given for activation of the mixer. Each student is then given the opportunity to activate the mixer using his switch and the environmental control. Upon completion of the cooking activity, the students have the opportunity to eat the snack they have prepared.

An example of a cooking activity utilizing three appliances is the making of omelettes. For this activity we utilized an electric food chopper, a blender, and an electric skillet. The students then chose their favorite vegetable (using a communication device when necessary). They activated their switch to use the chopper to chop the vegetable. The blender was then used to mix the egg and vegetable. The omelette was completed when the students activated their switch to turn on the electric skillet while the teacher/therapist cooked their omelette. When appropriate, students are also provided with recipe cards to follow during the lesson.

THE STUDENTS

Through the classroom use of switch technology for functional living skills, the student will be able to participate fully in functional activities.

The use of switch technology helps the student develop proficient microswitch usage. The student will be able to access a variety of educational devices in the classroom. Additionally fine-motor and perceptual skills will be improved. Proficient switch usage ultimately leads to greater academic success.

MATERIALS NEEDED

Microswitches, environmental control, communication devices, small appliances, cooking and eating utensils.

Resources have been funded through MEOSERCC mini-grants and the sale of candy to staff members.

CREATIVE VALUE

Developers Baird and Moran observe, "This program is a team approach, integrating physical, occupational, and speech therapies. Its preparation of snacks or simple meals allows the student the opportunity to develop both switch proficiency skills and functional living skills. It reinforces many educational concepts and provides for functional reading and math activities. The use of this technology will provide greater opportunities for mainstreaming. Severely physically and multiply handicapped children have little or no opportunity to operate appliances to participate in functional activities. If the child is able to acquire his/her own switch and environmental control, his/her parents are instructed in home use of this equipment."

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FIT TO LIVE: FIT TO LEARN

Allison Schumer

Mary Bethune
Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

Fit to Live: Fit to Learn is a low-impact aerobic-type program tailored to meet the individual needs of the students. Major objectives include the following: to increase total body strength, to improve total body endurance, to improve gross-motor coordination, to improve overall physical fitness in students through exercise, and to develop awareness about nutrition. Students will use materials such as the parachute and the theraband to vary activities, maintain student attention, and add fun to the learning value of the work. The target population is M.H. students in an upper elementary school building. The M.H. students traditionally have deficits in the areas of gross-motor coordination; total body strength; low endurance and muscle tone in trunks, arms and legs; and lack of bilateral integration. A long-term goal is to train M.H. students to lead groups in the 4th, 5th, and 6th grade classes and to integrate M.H. students with their age-appropriate peers.

Warm-up – 5 minutes – slow (rhythmical music) to increase pulse rate, heat up and stretch out the muscles in every part of the body.

1. neck circles – 2 times each direction
2. shoulder lifts
   a. together – 4 times
   b. alternate sides – 4 each side
3. side stretches
   a. both upper extremities touch ceiling 4 times
   b. alternate side "touch ceiling" 4 each side
   c. one hand behind neck, other hand slides down side toward knee 8 times each side.
4. trunk twists
   hands up – behind neck, twist trunk to right 4 times and to left 4 times, repeat sequence 4 times
5. toe touches/spine stretches – 4 times, hold ankles, bent knees, count to 4 and up
6. hamstring stretches – bend over reaching right arm to left ankle and hold 4 sec., stand up and repeat 4 times. Repeat sequence to the other side.
7. calf raises – raise heels up and down 8 times.
8. jog in place 30-50 count
9. jumping jacks – 10 count

THE STUDENTS

Multi-handicapped children have delayed development with auditory processing, body awareness, coordinating body sides, fine-motor control, motor planning, ocular control, perception of movement, perception of touch, and visual-spacial perception, all of which affect academic and social progress. The activities of bowling, swimming, and movement groups provide the following: auditory sensation, visual sensation, vestibular (information about gravity/space) sensation, tactile (information about things in the environment that touch you) sensation, and proprioceptive (information about muscles/joints) sensation. These sensations enhance the development of socialization/play skills, self-esteem, self-confidence, ability to concentrate, self-control/attention, academic learning ability, and body control (posture, fine-gross-motor development).

MATERIALS NEEDED

Exercise mate, duff weights, theraband, Ambassador Lanes Bowling Alley, theraputty, parachute, occupational therapist, and *O.T. Week*, Dec. 1987.

CREATIVE VALUE

Developer Schumer observes, "Teachers have limited resources and must find effective treatment techniques which can be carried over to daily life. This approach addresses the needs of the whole student. The students experience success and recognize improvement. The program can be adapted for handicapped and non-handicapped students in a school setting, such as a gym or classroom. This program allows a hands-on approach to improve language, self-esteem, attention span, motor planning, endurance, strength, body image, and bilateral motor coordination."

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HANDS-ON SCIENCE

Adrienne Linn

Dike Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

Hands-On Science is a "hands-on" approach to the study of nature and science. At the beginning of the year, a large snapping turtle was brought to school and kept in an enclosed outside atrium. The children were very excited about the turtle because he was very large. Using the turtle to my advantage, I made an assignment about his habitat that included reading, writing, geography, science, social studies, art, and math integrated into one day. It was effortless because the children were motivated and enthusiastic about meeting the requirements and finding out more about this animal. When the children have a chance to experience nature first-hand, it becomes more real to them; they are more attentive and involved in the learning process.

Throughout the school year, lessons or presentations in biology start off with discussions on how plants and animals satisfy their needs, always starting from the whole and then going into details. The use of charts and experiments helps illustrate the point. More importantly, however, is to allow for exploration of the environment inside and nature outside before or after the presentation. The use of books may be necessary only if the real thing is not available. Following the lesson, the child may want to repeat the experiment, write a report, or make up his own experiment. The structure of biology (science) centers around two areas – plant and animal physiology and classification. The child is made aware of the function of plants and animals based on their needs (cactus developed thorns, leaves disappeared in order to prevent loss of water; lizards have done away with drinking water because they recycle their own urine for survival). The child can then be told this is due to a scarcity of water where they live, linking geography to biology.

Classroom Activity – Needs Of Plants – Plants Grow Toward Light Material:

Shallow tray, potting soil, fast-growing seeds, box which has a window opening on opposite sides.

1. Prepare tray for draining by putting broken tile, gravel, or stones on bottom of pan.
2. Child places fast-growing seeds in the soil.
3. When seeds begin to germinate, put them in the box and open one of the windows. Window must be at same level as container – place lid on top of bus.
4. Place the box in the windowsill with the open side toward the sunlight.
5. Very soon the plants will bend out of the window toward the light.
6. Close the window on that side and open the window on the other side; soon you will see them bend to the other side where the light comes in.

Conclusion: Plants are strongly attracted to light; they grow toward light. Introduce the term "phototropism" (which is from the Greek and means "turning to light") at a later time when the children may find that term in a book they have researched.

THE STUDENTS

The children are involved in the learning process and manipulation of materials. It gives students an opportunity to observe, compare, and contrast in order to establish analytical thinking. The program relates biology to practical life skills, e.g., care of plants (washing their leaves) and care of animals (changing the cage, aquarium etc.). It provides an integration of many subject areas related to the presentation.

Example: math – measurement, how much it has grown and how long did it take.

MATERIALS NEEDED

Dr. Maria Montessori's techniques are integrated. Many of the materials were handmade or bought from stores. These included potting soil, containers for plants, minerals for plants, etc. Some things were found in nature.

CREATIVE VALUE

Developer Linn observes, "This program allows children to choose which aspect of the research they want to be responsible for and then work as a group to collectively solve a problem or meet a need. The children also have their own ideas they want to explore and have the opportunity to do so.

"The students investigate and discover in detail the things they are curious about and then share them with their classmates. The children may choose to use different methods of hearing that information. Some may give a full talk about what they have researched; others may just draw a picture of it and share it; depending on their skill level. Each child is respected and appreciated for what he/she contributes. There is a sense of community and pride."

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I AM A PIECE OF THE PUZZLE

Theresa M. Barbato

Lathrop Elementary School

Canton City School District

Elementary
LEVEL

THE PROGRAM

I Am a Piece of the Puzzle is a project designed to help students see that they are original individuals, who possess strengths, ideas, and thoughts which add to their uniqueness. This message expands when each child realizes that belonging to a group is also important.

The idea incorporates the belief that every student is a unique "piece" of a puzzle which is complete only when everyone is present to form the puzzle. Begin by carving our room number out of large (3' x 5') pieces of cardboard. The life-size numbers are then spray-painted red, white, and blue symbolizing the unity of our American flag. Next, each number is cut into puzzle pieces so that the number of puzzle pieces is the same as the number of students in class. The puzzle pieces are handed out to each student and "personalized" as each student writes or draws upon them. Finally, the children assemble the puzzle, forming their own room number.

An example activity:

Spread all of the puzzle pieces out on the table. Then ask, "Are any of these pieces exactly alike?" Once the students realize that the size, shape, and color of each piece is different, a comparison is made, reminding them that they, too, are different from their classmates. Mention that their likes and dislikes will also most likely be different, symbolizing their uniqueness.

To "personalize" the pieces, all students write or draw what their "favorites" are, what they do well, and which people are most important in their lives. This is a perfect opportunity for encouraging classmates to give compliments, thus instilling a bit of confidence in the listeners.

This activity continues by having the teacher ask these questions: "Where do you think these pieces belong?" The response that usually follows is "TOGETHER!" Once the students realize that their puzzle pieces fit together to form a whole, the teamwork begins. The kids divide into three groups, according to color of pieces. The numbers 2-1-1 are then formed, indicating our room number. The assembled numerals are secured with tape backing and displayed outside of our classroom.

A very meaningful discussion follows as the students see the relationship between their individual pieces and the whole room number.

Active participation in this project helps students to internalize the concepts of acceptance, appreciation, cooperation, belonging, and unity.

THE STUDENTS

This project makes students much more aware of the differences which exist between other people, creating a stronger sense of acceptance. It is found that students are less critical of their classmates and more open-minded. They begin to see their differences as something to be valued and appreciated, rather than a cause for rejection.

MATERIALS NEEDED

Large refrigerator boxes made of cardboard; exact knife; spray paint – red, white, and blue; clear plastic book tape (for securing the assembled numerals); colored markers (for writing on the puzzle pieces); duct tape (for displaying the completed project).

CREATIVE VALUE

Developer Barbato observes, "The 'puzzle piece' engages students in a concrete experience of something which is abstract. Using the puzzle pieces to symbolize each individual class member turns the lesson into a hands-on activity in which all students are actively involved in learning a concept which is not physically tangible."

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LEARNING BY SOCIALIZATION

Lynda P. Hawkins

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Dayton City School District

Elementary
LEVEL

THE PROGRAM

Learning by Socialization is a program allowing the multihandicapped students who are at a young age to be adopted by older students. At the same time, it allows older students an opportunity to learn more about handicapping conditions.

Encouraging and initiating appropriate, educational, enjoyable social interaction between M.H. and regular education pupils make it possible for students to learn while having fun in a natural, nonthreatening atmosphere. It is believed that this is most favorable for learners because the project will foster self-esteem and enhance self-concept by offering opportunities for success and building good relationships.

Example of a Classroom Activity:

Students visit a regular education class at a neighboring school. Once there, students will choose their working partners. Then teachers will initiate group discussion about the Christmas holiday and its traditions for celebration. They will make gifts to exchange with each other. They will construct Christmas tree ornaments in small groups or teams.

1. Allow them to choose whether they will make candy canes or wreaths with pipe cleaners, or hang stars with foil and pinwheel macaroni.
2. Distribute materials to appropriate groups.
3. One teacher will demonstrate one project, while the other teacher demonstrates how to make the other.
4. While students work, they should be encouraged to discuss/talk through steps, explain, and share. Older/regular education students should reinforce concepts about neatness, safety with scissors, sharing, working as a team, and taking pride in one's work.
5. Each gift will be numbered, and there will be corresponding numbers put into a bag for each student to choose from. This will reinforce counting skills.
6. Cleaning should be a group effort; then, tasks associated with setting up for a party should be assigned (passing out cups, plates, napkins; pouring punch; and giving out food items). Then cleanup after the party.

Follow-Up Activity: 1. Have students write or audiotape letters to neighboring class about Christmas get-together. 2. Have students meet downtown and ride the bus to the mall to see Santa and do Christmas shopping. Regular education students will assist M.H. students with picking price-gender-age-appropriate gifts.

THE STUDENTS

This program allows students to tear down walls built by inhibitions about interacting with people who are different because they happen to be mentally and/or physically handicapped. Children who might otherwise be laughed at and misunderstood by regular education students will now become partners and friends with those very same students. At the same time, the M.H. students will be mainstreamed for badly needed social interaction, which will help them to learn how to act in a more normal manner.

While encouraging M.H. students and helping to increase their self-worth, this healthy peer interaction will be an exchange that also builds character for regular education students. They will learn responsibility, compassion, and patience. They will show less contempt, but more acceptance. They will learn how to give and receive praise and approval.

MATERIALS NEEDED

Materials needed will vary according to the activity. This list corresponds to the various activities completed: first aid kit; simple foods to compare and prepare; bus tokens or passes; books and computer software; arts and crafts supplies including tri-beads, pipe cleaners, glue, construction paper, poster boards, clay, paint, crayons, cloth, molds for making candy, cookie cutters; seeds, soil, planter; cleaning and personal-care items.

CREATIVE VALUE

Developer Hawkins observes, "This program is creative because there are not many, if any projects that purposefully encourage structured, planned interaction between multihandicapped students and regular education students in a public environment as well as in the classroom. This project is one that causes these students to get together and share experiences. It causes interaction and cooperation not only among the students, but also among the teachers."

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LOOKING GOOD!

Cynthia Edwards

Patterson-Kennedy International Heritage Academy

Dayton City School District

Elementary **LEVEL**

THE PROGRAM

Looking Good is a project developed to teach good personal hygiene skills to developmentally handicapped students. The skills are necessary for them to succeed in school and to eventually obtain employment. There are many parents who teach personal hygiene skills to their children; however, there are many DH students who lack parental guidance. Therefore, these students arrive at school with bad breath, uncombed hair, unbrushed teeth, and body odor from their underarms.

The goal of the project is personal cleanliness for each student in the class. The main objectives are as follows:

Students will
practice habits of personal cleanliness on a daily basis.
learn to care for their own clothing.
keep their shoes clean and odor free.
begin each day with 10 minutes of exercise.
keep a daily record of health habits practiced.
improve behavior and grades with high self-esteem.

The following is an example of a classroom activity:

Materials Needed:
Student activity sheet
Mural paper
Scissors
Glue
Construction paper
Pencils

Instructional Objective:

After discussing good personal health habits, students will chart the decisions they must make to take care of their bodies.

Procedures:

I. Discuss with students what the term "good health" means.

List on the board the ideas given during discussion such as . . .

Good Health Means . . . feeling good
exercising
keeping clean

II. Brainstorm with the students the types of things that people should do to keep healthy. Categorize the ideas.

Good Health Habits

Daily	Weekly	Yearly
brush teeth	wash hair	visit doctor
bathe/shower	clip nails	visit dentist

III. Distribute pieces of construction paper to the group.

Explain that they are to draw pictures of themselves, and label the places on their bodies that need to be part of a daily routine of living and being healthy.

IV. Use the "good health" student activity sheet to have students check on their daily health habits. Charts should be kept at school and at home, so that they will remember to check off each good health habit as they do it on a daily basis.

THE STUDENTS

As a result of this project, students "look good", "feel good", and "smell good". Self-esteem is elevated and grades improved. No more "cracks" are heard from other students about dirty clothes, uncombed hair, etc. . . . It is expected that the practice of good hygiene skills will continue. Scrapbooks containing "before" and "after" pictures and daily record charts can be shared with parents.

MATERIALS NEEDED

Full-length mirrors for classroom
Certificates
Health and beauty supplies
Stickers/Stars
Food for luncheon
Record-keeping charts
Scrapbooks

CREATIVE VALUE

Developer Edwards observes, "This project is creative because it goes beyond what is usually taught about health and hygiene in the elementary schools. Good health habits are taught by integrating them with core subjects and by permitting students to practice them daily in the classroom. Developmentally handicapped students learn best by 'doing,' not by reading about good health habits in a textbook."

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PROJECT (M.A.Y.) DAY: MULTICULTURAL AWARENESS FOR YOUTH: A FOCUS ON OUTSTANDING BLACK AMERICANS

Brenda Elaine Turner

Daniel E. Morgan Elementary School

Cleveland City School District

Elementary
LEVEL

THE PROGRAM

Project (M.A.Y.) Day: Multicultural Awareness For Youth: A Focus on Outstanding Black Americans is designed to emphasize awareness of outstanding contributions made by black Americans.

Activity 1: Black American Door Decorations

This activity requires library research and community input on contributions made by black Americans. Class discussions are necessary before displaying information on the door. The door display involved exhibiting pictures, symbols, and community information from parents or senior citizens who had direct contact with these famous people. Students use computers to type all research information.

Activity 2: Famous Black American Sculptures

Three famous black Americans are selected for this activity. Physical characteristics for each bust were molded in clay. Feathers were used for eye brows, eye lashes, and mustaches. Yarn was used for hair. The completed bust with a brief history of achievements was displayed in a showcase and in the classroom.

Activity 3: A Black American "Big Book Reader"

Students wrote stories and drew illustrations on draft sheets about black Americans. The rough drafts are transferred to large chart paper with a cover sheet. After lamination, the "Big Book Reader" is available for use in the Reading Center.

Activity 4: A Multicultural Coloring Book for Kindergarten Students

A booklet is made using the computer Disc Print Shop to help design the layouts and outline facial features of many famous black Americans. Under each picture are brief statements explaining who and why each person was famous. The title of the coloring books are "Who Am I?".

After enlarging the pages, booklets are ready for distribution to the kindergarten classes. Students are to color them and learn information about the person they colored.

Activity 5: A Black History Newspaper

In this activity, parents and community leaders were exposed to upcoming events in the school through a newspaper. The newspaper was created to improve race relations and school pride during the year.

Activity 6: Ethnic Food Feast – A Culminating Project

Parents, teachers, and administrators prepared "soul food" samples for students as a culminating activity. In front of each dish was information about the food, its name, and origin. The purpose of this activity was to expose children to traditional foods of other multicultural Americans.

THE STUDENTS

This program inspires and motivates learning disabled students' awareness of black American achievements. Students understand and appreciate different cultures while working to complete projects or activities.

Students learn the value of friendship while using the computer to cut and paste items for use in the newspaper and in the *Kindergarten Coloring Book of Outstanding Black Americans.*

MATERIALS NEEDED

Allied hair care – wig stands, molding clay, feathers, large chart/line paper, fadeless paper, scissors, glue, famous black American books, and the library. Additional materials include: markers, crayons, yarn, fabric, notebook paper, computer, computer paper, disc, computer ribbons, graph paper, rubber cement glue, white-out, tracing paper, video camera, and the newspaper.

CREATIVE VALUE

Developer Turner observes, "This program is creative because it promotes self-esteem, pride, classroom participation, and Multicultural Awareness for Youth (M.A.Y.) Day as a priority in our existing society."

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SCHOOL WORK EXPERIENCE

Mary Anne Kickel

Portage Path Elementary School

Akron City School District

Elementary
LEVEL

THE PROGRAM

School Work Experience focuses on the curriculum in special education of employability skills. By participating in the school work experience, the students gain functional skills such as positive work attitudes, money and time management knowledge, self-help skills, and daily survival skills. As part of their school work experience, students run a school store where they sell school supplies. There are 11 jobs involved with running this store, and students have to go through the employment process to secure these jobs. Outlines below indicate the process used for students to gain employment. As part of the Apple Crossroads Computer Grant, the regular sixth grade students act as business advisors and accountants to special education students. They keep track of the day-to-day operation and business conducted in the school store through the use of Micro Soft Program spreadsheets. The developmentally handicapped students receive weekly paychecks, and the "money" they earn is put into a classroom bank to be saved or spent at the classroom store. Their method of spending and saving is through a personal checking account.

Objectives:

I. Applying for a Job
  A. The students will be able to complete the proper forms such as an application blank, work preference and reference letters.
  B. The students will participate in an employee interview with their employer.
II. Starting the Job
  A. The students will participate in a training period at which time they will be evaluated in writing.
  B. The students will be able to read and follow a work schedule and complete time card correctly.
  C. The students will abide by proper work procedures as directed by employer.
III. Holding the Job
  A. The students will complete grooming checklist and self-evaluation, and improve on areas needing improvement.
  B. The students will be evaluated by employer and improve on areas of weakness.
IV. Consumer Application
  A. The student will be able to apply basic functional skills, such as money management and decision making, by using the class store and class bank.
  B. The students will be able to practice consumer banking and buying skills by using the class store and bank with their earned time in the school work experience.

Activities:

Job application, reference letters, aptitude test, employee interview, training period, work schedule, time card, work experience, evaluation, banking procedures, consumerism, and decision-making skills.

THE STUDENTS

The developmentally handicapped student will be able to actively participate with regular students in areas that are strengths for the special education student. Running the school store enhances the strengths of the special education student, not the weakness. Being able to work in select areas of the school in a work capacity will provide the regular student with a different image of the special education student. It provides the regular students the chance to see how much can be accomplished with a special education student and hopefully shows how much more alike special education students are to them than different.

MATERIALS NEEDED

School supply products to sell at the school store, checkbooks and banking materials, employment forms and procedures, Apple McIntosh computer in the classroom, Microsoft Words for the Apple computer to design simple spreadsheets to use in the school store, recently installed Apple computer network system in building to share information with 6th grade classes, and items to be purchased at the classroom store.

CREATIVE VALUE

Developer Kickel observes, "Special education students need to gain all the experience they can in the area of function-like experiences. They must master a great deal of knowledge and skill to be successful in society. They need to see that the information and skills they acquire can be of practical use and that their efforts make a contribution. They must learn to work independently and cooperatively. By working in the school work experience project, they will develop a positive pride in their accomplishment. Doing school work experience, they will be able to discover their role in the community of learners first as students and then as productive contributing adults in their own environments."

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VALID VIDEOS

Rosemary Fuller & Kay Milich

Jefferson Elementary School

Youngstown City School District

Elementary **LEVEL**

THE PROGRAM

Valid Videos is a speech, language, and hearing program designed for the primary (regular and special education) student to encourage communication development, interaction, and comprehension. Actively using videos in learning experiences involves the whole child through incorporation of vision, listening and hearing, speech, and dialogue. Within the public school setting, traditional communication training methods can be supplemented with video-viewing activities. General application and specific uses of videos within classroom-based speech/language therapy will be described.

Valid videos provide time once per week during (group) language arts for the students to build resourcefulness and self-esteem. The students talk to the teachers, take turns, answer questions, follow directions, listen intently, tell a story, and create and predict outcomes.

An example of a classroom activity may include discussion of a topic such as "respect for property" one week; a story of *The Three Bears* during the second week, allowing students to listen, supply information, act out parts, express ideas, share feelings, etc.; and viewing a video of *The Three Bears* on the third week. The following week(s) may include a review and interpretation of the video and/or understanding of cause-effect relationship in students' own behavior and actions.

THE STUDENTS

Valid Videos gives the child several varied avenues (mediums) to consider a certain topic. The children ask questions. This is a valuable tool for self-confidence and independence. The students speak for themselves and take chances on supplying information, solving problems, or predicting a story's outcome.

MATERIALS NEEDED

The Three Bears, The Snowman, Corduroy, Rapunzel, Jack and the Beanstalk, books and VHS tapes (library).

CREATIVE VALUE

Developers Fuller and Milich observe, "The combination of classroom language arts and speech, language, and hearing stimulation offer the student well-grounded material through an effective use of time. The students have shown this program to be both creative and useful through their eagerness, enthusiasm, and joy in anticipation of the upcoming new topic. Student communication skills and willingness to participate suggest that Valid Videos is a worthwhile program for any school that views itself as progressive and as an inspiration for its future."

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WORKSHOP IN A BAG

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Toledo City School District

Elementary
LEVEL

THE PROGRAM

Workshop in a Bag allows learning disabled children to enter and begin work first thing in the morning. Students may choose from any of the 14 different activities. Each activity is numbered, written on a 5" x 8" index card, and inserted in a resealable plastic bag which is posted on a large bulletin board. Below the bulletin board are 2 tables on which corresponding numbers and activities are placed.

Students are instructed to finish a task before they begin another activity unless they are having problems and need to have help. When they finish the task, they mark off the corresponding number behind their name on the check-off sheet attached to the task table.

On the Monday of a new workshop, appoint a student who is familiar with the program from whom students can ask for help. Fridays are used to evaluate the work of the week. Depending on what is in the workshop and how may interruptions occur, all of it may not be completed. It is not unusual to have a workshop carry over for two weeks.

To make the program successful, it is necessary to do the following:

1. Gauge tasks to the class so they are challenging yet can be done independently.
2. Be flexible – use common sense.
3. Use diverse tasks (worksheets, tapes, computers, kids magazines, sports cards, story starters, filmstrips, books, newspapers).
4. Do not use the first quarter – get to know your students first.
5. Workshop is difficult for students who lack self-discipline or have behavior problems, but it is not impossible. Use it as part of a behavioral contract.
6. Keeping tasks together cuts down on space and noise yet gives some mobility in the classroom.

Since this is not a class activity done by the whole class at the same time, here is a typical workshop.

1. Read: *Charles Barkley* and *Winter Olympics* stories in *Sports Illustrated for Kids*. Answer questions in your reading notebook. Questions are teacher made.
2. "Read and Roll" on the computer. Work on main idea for 15 minutes. Record your score.
3. Read Part 1 of *White Stag*.
4. Answer questions about Part I of *White Stag*. (Questions are teacher made. Twelve copies of the book are made available.)
5. Math: Division practice sheet. Put in basket when finished.
6. "Speak and Math" 15 minutes. Record your score.
7. Spelling: Use each of your words from this week's lesson to make a word search.
8. "Grammar Gremlins" on the computer. Do punctuation for 15 minutes. Record your score.
9. Geography – Read and color sheet as directed. Put in basket when finished.
10. Fun Sheet – Follow directions. Put in basket when finished.
11. "Math Blaster" (computer) 15 minutes. Practice multiplication.
12. Vocabulary practice – Follow directions. Put in basket when finished.
13. Choose any computer program – 15 minutes.
14. "Voyager" – Do "Presidents before the Civil War" – 15 minutes.

THE STUDENTS

Children have flexibility and choice in what they do daily. They feel that they are making choices as to what they are doing on a certain day. The program helps students learn to plan and structure time to accomplish a goal.

MATERIALS NEEDED

Ideas from "Workshop Way" by Sister Pylon. All other resources are from various newspapers, magazines, Texas Instruments, and Davidson Computer Programs.

CREATIVE VALUE

Developer Cash observes, "Children receive added practice in subject areas they need after a concept has been taught. They are also receiving almost daily practice on P.P.O.'s and I.E.P. objectives."

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A CLASSROOM ECONOMY FOR HANDICAPPED STUDENTS

Anne R. Gibson

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Columbus City School District

Intermediate
LEVEL

THE PROGRAM

A Classroom Economy for Handicapped Students is designed to motivate handicapped and at-risk students through use of a fail-safe classroom economy that connects school to the world of work. It maximizes classroom learning and can be applied to all grade levels and types of students (regular and special education).

This program increases the levels of classroom participation and achievement in developmentally handicapped students. Several students exhibited very little motivation to complete their daily work and participate in their own learning. This program relates working and learning in the classroom to the adult world of work. Everything students do in class equates to either earning or spending money, a concept every child understands.

Students are rewarded with fake paper currency for many classroom behaviors, including attendance, being prepared to work, completing assignments, performing classroom jobs, and taking home and returning homework assignments in a book signed nightly by their parents. Classroom privileges, such as playing games during free time and taking field trips, entail a payment to the class bank.

A class meeting is held every Monday morning and is designed to improve self-esteem, communication, and interpersonal skills and also to serve as "payday." Students have a chance to talk about themselves, special events, class and school concerns, and important current events. The second part of the class meeting relates to "payday."

Each child is given a summary of specific items that he or she is being paid for, such as academic assignments completed and well done (no grades of D or F), attendance, participation in daily silent reading, having school supplies everyday, exhibiting good behavior, performing jobs, work in the computer lab, and successful participation in special subjects outside the classroom, such as art, music, and physical education. Special activities, such as Special Olympics, deserve bonus pay. Citizens of the Month earn extra money. Likewise, any fines levied for poor behavior are collected.

Having a class meeting as the initial activity on Monday morning is a great way to begin the week. It allows the children to talk in a structured, acceptable manner and starts the week on a positive note, with the award of paychecks. Students are ready to delve into another week of learning and earning. This is an activity that any teacher can implement successfully. The only prerequisite for success is desire and dedication.

THE STUDENTS

Student improves work quality and quantity. Student's behavior and motivation also improve. It increases student knowledge of money skills and the economic system. It provides better preparation of students for the world of work. It improves students' self-esteem through successful participation in the classroom economy. Coordination of all elements of teaching and learning occurs, so that students have a chance to connect the idea, importance, and value of learning as they relate to earning.

MATERIALS NEEDED

Scholar Dollars: Their Use in Classroom Management, Ruth Deery and Sue Ellen Miller, Good Apple, 1982.
Warm Smiles, Happy Faces: Reinforcing Positive Behavior, Charlie and Becky Daniel, Good Apple, 1978.
It's Absolutely Groovy, Phyllis Kaplan and Ann G. Hoffman, Love Publishing, Denver, Colorado, 1981.
Standard school supplies.

CREATIVE VALUE

Developer Gibson observes, "This program takes all the ingredients of the classroom and coordinates them to maximize both teaching and learning. Everything needed to successfully utilize this program in a classroom is already at the teacher's fingertips, or is readily accessible and very inexpensive.

"Every student is guaranteed success, even if the only thing a student does is attend school. It provides an initial point of success and builds on that. Students increasingly become in charge of their own learning and behavior. Teacher enthusiasm and motivation are important, because they lead to self-motivation on the part of the student.

"This work- and economy-oriented program brings us a step closer to educating a child to become a productive, literate citizen and helps us avoid the greatest of all defeats – failing to bridge the gap between what a child can become and what a child does become."

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COME WITH US THROUGH THE COMMUNITY

Carol M. Linden

Kirkmere Elementary School

Youngstown City School District

Intermediate LEVEL

THE PROGRAM

Come with us Through the Community is designed for students to get to know their neighborhood better. The students locate the school and the streets on which they live. These are all highlighted on a map which is displayed in the room. Walking trips are conducted into the community, and discussions are sparked by what we see in their neighborhood (signs, local businesses, stores, different houses, etc.). The first community trip is to go to the area in which each student lives. Drive past their houses and then drive past local businesses, hospitals, schools, and shopping areas near each student's home. Each student is encouraged to help as much as possible with the location of his/her house and the giving of directions to local shopping areas. Drive into the downtown area and point out historical sites, such as the museums, as well as the other places of interest, such as a university, bus station, YMCA, board of education building, etc. In the classroom take a specific topic and incorporate it into each subject area taught. Follow up with either a speaker coming to the classroom and/or a community trip which will reinforce the concepts presented. The goal is to teach our students to function independently in the community in which they live.

An example of a classroom activity is what the students did around the Christmas holiday. Discussion focused on the reasons why people mailed cards and letters to friends and family. Practice addressing envelopes with a return address on them. Also, practice folding and inserting a letter and inserting cards, placing stamps in the correct position on the envelopes, and sealing envelopes. The use of postcards and how they differ from letters in terms of postage can be examined. Take a walking field trip to the local post office where the students purchase stamps, place the stamps on the envelopes, and mail the cards they have addressed to an individual of their choice. We had a speaker come to our classroom from the post office. She showed us a video of how a letter travels from the time it is put in the mailbox until it arrives at its destination. Arrange a trip to the main post office downtown. Pictures should be taken during the trip. After our return the students helped send a thank you to both our post office speaker and tour guide. The students prepare the thank you notes for mailing and take another walking trip to mail them. When the film was developed, the students posted the pictures of our trip along with the other pictures for all to see and talk about. Each community trip followed a similar sequence.

THE STUDENTS

The students as well as myself have become familiar with what is available in the community of Youngstown in terms of work, pleasure, and available services. They also have learned the location, through the use of our map, of each of the places visited.

The students have begun talking more and asking questions related to our community trips. They discuss pictures of our trips that have been posted on the bulletin board or in our photo album with myself and others who enter our classroom. The students learned independent traveling skills when we used the public transportation system for trips (e.g., reading bus schedules) and when walking. They were also exposed to a wide variety of career choices so as to make an informed decision when they enter the work force.

MATERIALS NEEDED

Telephone, telephone book, camera and film, map of Youngstown, Chamber of Commerce, WRTA bus pass, bus schedules, individuals in the Youngstown community.

CREATIVE VALUE

Developer Linden observes, "The program preserves learning experiences through the use of personalized pictures. These pictures are used as future reference for our students to remember, and this in turn increases positive social interactions with the local school community. This provides further language development which is very much needed by the multihandicapped student. Emphasis is put on the importance of working in the future, and students are exposed to as many appropriate career choices as possible during our community trips."

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THE CORNER DELI

Susan Binder, Sue Brown, and Kathryn Stobbs

Stivers Middle School for the Arts

Dayton City School District

Intermediate
LEVEL

THE PROGRAM

The Corner Deli is a simulated delicatessen within the school environment. Students make and sell homemade soups, sandwiches, salads, and desserts to staff members. Profits from sales are distributed among students in the form of a paycheck. Paychecks are cashed at the corner bank and held in individual "savings accounts." Students periodically withdraw money to pay for community outings. Student earnings are highly dependent upon the amount of profits accrued each month. If sales are down, then it is very difficult for students to earn enough money to pay for scheduled community activities.

Mondays through Thursdays, customers (staff members) return completed deli order forms. The processing of orders involves two separate activities: (1) good preparation, and (2) set-up and delivery.

At the end of each deli session, student performance is evaluated based on effort in relationship to ability. Workers who perform up to the supervisor's expectations receive a grade that will give them base pay for the day. Workers who exceed expectations receive bonuses, and workers who put forth little effort are docked pay.

On the first Wednesday of every month, students receive paychecks from deli profits. Students take their paychecks to the corner bank. Students place their money in "savings accounts" noting deposits, withdrawals, and current balance. The money saved is withdrawn and used for activities in the community.

THE STUDENTS

The Corner Deli/Bank provides students with a simulated life experience – going to work, performing your job in an adequate manner, receiving a paycheck for work completed, and budgeting funds. The deli also enhances the home economics program by giving students additional practice with food preparation and kitchen cleanup.

Multihandicapped individuals often have difficulty understanding the concepts of money and finances. Without the concrete opportunity to handle and manage funds, many of these students may never develop these skills essential for independent living. Since our program emphasizes becoming as self-sufficient as possible, it is critical that students have funds to handle. By obtaining additional funds for paychecks, it will enable teachers to provide these experiences for their students.

MATERIALS NEEDED

2 refrigerators, 1 freezer, 1 stove, 2 microwaves, kitchen utensils, vacuum, washer and dryer, calculator, The Corner Deli logo stamp, 2 stamp pads, envelopes, deli order forms, food, paper and plastic products, money for making change, simulated checks, banking forms.

CREATIVE VALUE

Developers Binder, Brown, and Stobbs observe, "This program enables students to discover the natural consequences related to the world of work and money. If you show up to work on time and do your job well, you are rewarded with your full paycheck which you can then use to buy things that you want and do the things that you enjoy. If you do not come to work on time and perform your job up to the best of your ability, then pay is docked and you have less money to spend on the things that you want.

"This concrete example of 'no work, no pay (or play)' enlightens handicapped students to the reality of life. Multihandicapped students who previously had no concept of earning/spending money gained new insight into the work ethic. This knowledge would not have been possible without the experiences of the corner deli/bank."

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FUNCTIONAL ACADEMICS

Judy Ganz & Barbara Watson

Woodland Elementary School

Canton City School District

Intermediate LEVEL

THE PROGRAM

Functional Academics is designed to integrate functional materials in a cross-discipline (whole language) format. Working with special needs learners, it is critical to use materials familiar to the students and expand their abilities to apply to new skills.

Initiate the program by introducing basic vocabulary words of the departments of the grocery store. The students cut and paste pictures from magazines and grocery store circulars on the bulletin board in appropriate departments. Reinforce this with a science and health unit on food groups, nutrition, and planning balanced meals. Use teacher-made dittos to find prices of items in grocery store ads, to categorize foods, and to teach paying for items with "one dollar more" system. Emphasize how foods are packaged and purchased by weight, size, and quantity. As new vocabulary is introduced, it is incorporated into spelling lessons.

After the students are familiar with the language, vocabulary, and spelling of the grocery store unit, incorporate these concepts into cooking skills. From pounds and ounces, introduce related vocabulary and abbreviations (cup, tsp., tbsp.) and use them for spelling words. On the basis of this vocabulary, begin to use directions on prepared mixes for their reading lessons. Use these to reinforce following sequences and to find context clues for comprehension. Teach "tools" necessary for cooking and how each one is used. In health, teach hygiene necessary for working with food. In science, teach the basic parts of the stove, reading the knobs, temperature settings, and safety rules to follow when cooking.

In November, the students plan a Thanksgiving luncheon. They decide which staff members to invite and make invitations for handwriting lessons and table favors for an art project. They plan the menu and discuss the quantity of food needed. Walk to the grocery store and purchase the needed items with funds raised by selling soup, chili, and salads to the staff.

The day before the meal, discuss the jobs to be done and what each job involves, and let students select the jobs they want, emphasizing job responsibility and cooperation. Practice table-setting skills and good manners while eating as part of your health unit.

In December, again using these functional skills, make Christmas cookies as gifts for parents. The students will choose the kinds, make lists of items needed, and divide jobs. Count finished cookies and divide them equally for math. Package them using a special card made in an art lesson.

Continue to make and teach easy, nutritious snacks the students can prepare at home with little or no assistance. Have a monthly cooking project to sell to the staff (soup, chili, salads, etc.). This keeps their cooking skills sharp, helps them in packaging and serving food, and relates a job to earning money we are using for our field trips.

THE STUDENTS

The students use familiar materials they could relate to a "real-life" functional activity. Using age-appropriate materials helped maintain a high interest level. Because the lessons were done in all modalities – kinesthetic, visual, and auditory – the students are able to use each of the learning styles to increase their retention. The greatest asset was that all the students, even those with low academic ability, were able to feel successful and proud of their accomplishments.

MATERIALS NEEDED

Grocery store circulars, the newspaper, prepackaged mixes (macaroni and cheese, pudding, cake mix, rices, soups, etc.), basic recipes and many teacher-made hand-outs, utensils, measuring cups, measuring spoons, and a stove.

CREATIVE VALUE

Developers Ganz and Watson observe, "The program material was incorporated as a functional whole language program. Subjects covered range from vocabulary, spelling, reading, math, social studies, science, and health, to domestic, vocational, and social skills.

"The students heard the printed directions, saw the words in print, and did hands-on activities for kinesthetic reinforcement. They heard how to prepare macaroni and cheese, read the directions, and answered comprehension questions, and then measured and prepared macaroni and cheese (and ate it!).

"Finally, the activities can be planned and adapted to each student's individual level of ability. For this reason, the program has high potential for adaptation with DH, LD, or students in regular class placement."

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LET'S WORK TOGETHER

Mary Jane Rapport, Diane Ventura, and Christine Wnoroski

Riedinger Middle School

Akron City School District

Intermediate LEVEL

THE PROGRAM

Let's Work Together provides for the integration of physical, occupational, and speech therapies to assess and develop vocational and prevocational skills in 6th, 7th, and 8th grade students who are classified as being orthopedically or multiply handicapped. The students explore a variety of job opportunities and are able to develop an understanding of the type of training and skills required to perform different jobs.

The program begins with an overview of the job market and includes the identification of job titles, associated duties, and types of training required for different jobs. Work skills and behaviors are incorporated into the lessons as well so that students understand the importance of being on time to work, being clean, etc.

The program continues with a field trip to observe people performing jobs in the community and to classify the jobs and identify responsibilities or duties associated with each position. Students learn to secure job applications and begin to develop the skills necessary to complete applications for employment. The next stage of the program involves simulated work stations where students are able to perform realistic job skills using actual materials they would find in the work place. Students move through a variety of different work stations over a period of several weeks.

One of the initial classroom lessons of this program began with reviewing the job tree sheets each student had completed for homework and brought with him/her to the group. The job tree sheet contains information collected by each student on two adults who work. The information includes place of employment, job title, and duties of the person's job. This information allowed the students to categorize a variety of jobs according to skills needed and types of training required prior to employment. Briefly discuss the level of training or education each of the students felt they would be able to reach in the future.

The understanding of the concept of assembly and the types of jobs which might involve assembly were discussed with the group. In order to reinforce the concept, an assembly line was established, and the students made bologna and cheese sandwiches (with condiments) for each member of the group.

THE STUDENTS

This program allows the three therapists to work as an interdisciplinary team in evaluation and intervention with the students included in the program. Students are offered a comprehensive program with emphasis on a variety of academic and functional skills and appropriate adaptations are accounted for in each student.

The students are able to begin to identify jobs and recognjze realistic expectations for themselves. The students also benefit from the interdisciplinary approach to treatment and the comprehensive program.

MATERIALS NEEDED

Let's Talk About It, published by DLM in 1990
Ohio's Employability Skills Project
A Graded Course of Study: A Guide for Special Education, published by the Akron Public Schools in 1989
Daily Dilemmas, published by the East Shore Center in Kirtland, Oh.

CREATIVE VALUE

Developers Rapport, Ventura, and Wnoroski observe, "Our program is based on an integrated therapy model and combines the interdisciplinary expertise of the school therapists to effectively provide intervention for the students in our special education program. Our combined professional expertise is used to adapt materials and equipment for the individual needs of each student.

"The simulated work stations used in our program for evaluation and training allow students the opportunity to try and practice actual skills used in community work environments. This makes the transfer of skills to the work place easier in the future. Our program stresses a realistic approach to career development. Materials used in our program were acquired through a MEOSERRC mini-grant. We have been resourceful in obtaining and using a variety of materials and equipment for our program."

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THE SOMEONE SPECIAL CLUB

Kathleen Mary Mills

Goodrich Middle School

Akron City School District

Intermediate
LEVEL

THE PROGRAM

The Someone Special Club ensures that the school's special-needs student has normal "everyday" experiences. The club began when normal students saw the social injustices that can occur in the school setting.

- Special students ate alone.
- They were not included in all of the school's activities.
- They were isolated by virtue of being "different."
- Very few people saw them as individuals that could contribute to the school.

From this new awareness, the S.O.S. Club was designed.

Goals of S.O.S.

I. To include students with special needs in all academic, physical, and social activities.
II. To educate others so that people with special needs will be better understood and, in turn, accepted.
III. To support people with special needs and take an active stand on integration issues in the community.

The special education classroom is the "home base" for S.O.S. members. The special-needs students would normally have little or no involvement with regular peers.

At Goodrich Middle School, however, "reverse mainstreaming" is used frequently, and this is found to be the building block for real, solid integration. Reverse mainstreaming occurs when regular peers use their study hall period to act as peer tutors in the special education room.

The tutors receive specialized training on game playing, sight-word instruction, and tasks that can help a "not-so-great" student tutor feel like a genius!

Tutors are required to live up to certain bylaws as dictated by the club. At Goodrich Middle School it is not an embarrassment, but rather an honor to be seen in the special education room.

S.O.S. Bylaws

Each member will

- provide academic, physical, social, and emotional support for all students with special needs
- work as an advocate for special students
- learn each special student's name and understand what it is that makes him/her special
- know the history of the club
- know what the motto "P.S. Keep looking for someone special!" means
- accept all members of the club and listen to each member as a respected peer
- assume responsibility for personal behavior
- remember we are not superior to those we serve – only luckier!
- model the club's expectations, when we are interacting with special-needs students, at all times (This is to be a model club for schools in the state of Ohio.)
- accept the teacher as a personal coach (The Club is a team effort.)

"Always keep looking for someone special!"

THE STUDENTS

Students before S.O.S. – Dear Mrs. Mills, "Do retarded people cry?" John

Students after S.O.S. – "Being a part of the S.O.S. Club is very important to me. In seeing what has been done for the kids and what needs to be done, I have discovered how much just being there means to them. I want to help."

MATERIALS NEEDED

Someone Special Club Book – includes club organization, member responsibilities, and bylaws.

Video of club in action – high school and middle school level.

Interviews with special-needs parents and their children, and interviews with peer tutors and teachers.

Teacher/Peer Tutor Kit which includes certificates, activities, logo, etc.

CREATIVE VALUE

Developer Mills observes, "This program has developed the following in special education:

1. A logo that the school uses and recognizes – "P.S. Keep looking for someone special." This serves as a reminder that special people are to be looked for rather than overlooked.

2. A club, S.O.S. (Someone Special) – regular students (currently 103) have committed themselves to our special-needs students on many different levels.

3. Handicap Awareness Month and banners and posters that make strong, positive statements to the school community.

4. Invitations to special-needs students into regular classes as "guests" of their friends.

5. Special field trips.

"But best of all our students have found a deep level of acceptance and empathy."

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THERE'S SOMETHING FISHY IN THE CLASSROOM

Eileen A. Weinstein

McKinley Elementary School

Toledo City School District

Intermediate LEVEL

THE PROGRAM

There's Something Fishy in the Classroom is a program that involves two aspects. One deals with the maintenance of the aquaria and development of a knowledge base regarding fresh and salt water invertebrates and fish. The second aspect of the program maintains and extends this knowledge to other classrooms through student-organized and student-led tours of their marine aquaria.

An in-depth look was taken of fresh-water fish, especially marine reef fish and some of their adaptations for survival. Knowledge of invertebrates extended to marine types.

A study on marine mammals, their adaptations to the oceans, and some threats to their survival should also be undertaken.

Other parts of the program may include care and maintenance of salt water, measurement of salinity, ammonia, nitrite and Ph, experiments with flotation, and understanding food webs and chains in the ocean.

One classroom activity involved arranging to take students on a marine aquaria tour.

In addition, two students go to the primary classrooms (if requested by the teacher) to read a marine ABC book to the whole class prior to their visit. The readers then escort twelve to fourteen children to our classroom. Each student pairs off with a guest from another classroom, introduces the guest to the inhabitants of the tanks, and answers questions about maintaining the tanks and the habits, interactions, origins, feeding, and care of the occupants.

Different aspects of marine biology may be stressed during the tours, if requested by the teacher of the guest class. Tours are taped by the teacher, then reviewed by the class so that the children can make suggestions for improvement before the next tour is given.

THE STUDENTS

This program has provided the concrete base to motivate students to learn some very sophisticated concepts.

The value of the tours is twofold. First, there is a sharing of a scientific resource with the rest of the school. Second, by sharing specialized knowledge with regular education classes, we improve the status of the special education class within the building and contribute to a heightened sense of self-esteem within the students.

MATERIALS NEEDED

Oceanus, The Water Planet. Thirty T.V. shows.

Bower, Carol E. *The Basic Marine Aquarium*. 1983. Charles C. Thomas, Springfield, Illinois

Center for Marine Conservation *The Ocean Book*. 1989. John Wiley & Sons, N.Y.

Lebow, R. *Oceanus, The Marine Environment* Study Guide.

Spotte, Stephen. *Marine Aquarium Keeping*. 1973. John Wiley & Sons, N.Y.

Western Region Environmental Education Council Aquatic Project Wild. 1987.

CREATIVE VALUE

Developer Weinstein observes, "The most creative aspect of this program has been in the ways I have used the salt water aquaria to stimulate learning and to increase self-esteem. By permitting the students to care for the tanks and animals, each of the students has achieved a level of knowledge about the ocean and its inhabitants. The experience of sharing their tanks with students from other classrooms and expounding upon their knowledge has enabled the children to develop their expressive language and communication skills. In this regard, a VCR has been used creatively by having the children view themselves in the act of conducting their tours. They have used this information to iron out problems and make suggestions for improving the quality of the tours."

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ADAPTING CURRENT EVENTS THROUGH SOCIAL STUDIES

Mary Jane Kyser

Libbey High School

Toledo City School District

Secondary
LEVEL

THE PROGRAM

Adapting Current Events Through Social Studies is a program designed to study the Middle Eastern countries. Students should recognize, locate, and identify countries to provide a sense of where, who, what, and why these countries are in the news.

Information from newspapers, foreign embassies, news programs, test books, and *Scholastic Magazine* are incorporated to provide learning activities. Students use the globe, wall map, and printed material to learn the placement of oil rigs, names of Arab leaders, and the composition and pertinent data for each country.

Full to partial participation from each student is accomplished because students use listening skills and visual or gestural clues to complete activities (such as highlighting a selected Middle East country on a wall map).

Academic areas such as spelling, reading, history, geography, and language arts are reinforced by using current events.

Ideas and viewpoints are shared by students at table discussions, centered on articles contributed by students. A newsfile is kept to put the articles in order according to the newspaper's date. Another group of students choose to make a poster board collage of their articles and pictures.

Advanced students are requested to alphabetize countries and their leaders in a scrapbook including information on each leader or country.

All students are responsible for responding to an activity checklist and returning it to a designated area.

Activity: Round Robin of Activities Identifying and Locating Middle East Countries.

Work stations marked A, B, C, D, correspond to students' checklist of countries and activity. As staff is free, they circulate from station to station.

Station A – Student uses color-coded index card (verbal or gesture) to identify country's name. Two levels of vocabulary cards (1. color-coded, 2. non-color-coded) are used for identification, depending on student's level of functioning. Student checks off his response on checklist.

Station B – Student uses color-coded vocabulary card or non-coded card to locate countries on globe. Student checks off response on checklist.

Station C – Student locates and identifies country on large wall map using vis-a-vis pen and circles name of country. Visual supervision or hand-over-hand provided by staff, if needed. Student checks off response on checklist.

Station D – Students match various shapes of countries to desk-size map. Depending on the individual student, three selections are available for use.

1. Color-coded map and color-coded shapes of countries.
2. Color-coded map with names of countries identified and color-coded shapes of countries.
3. Non-color-coded map and non-color-coded shapes of countries. Student chooses selection, performs task, and responds to checklist. Checklist is returned by student to designated area.

THE STUDENTS

The student learns by repeating the format of activities and using a check sheet to work on various skills and subjects. He immediately sees for himself weak areas. Problem areas are clarified for the teacher, too, so adaptation and techniques can be changed to benefit the student.

MATERIALS NEEDED

Scholastic Update, Vol. 123, No. 3, October 5, 1990, *Crisis, the World Versus Iraq's Saddam Hussein*.

Brochures from the Consulate General of Israel and Egypt.

Laidlaw, *World Geography: A Physical and Cultural Approach*.

World globe, index cards, laminated wall map, yellow highlighter, post cards, stamps, and newspapers.

CREATIVE VALUE

Developer Kyser observes, "Current event information can be dispensed in many creative and inexpensive activities, such as teacher-made games and work sheets. Students at different levels of functioning obtain material from magazines and newspapers. Free information is available from foreign embassies for the price of a postcard and stamp. Scissors, paste, maps, and globes from the classroom are incorporated into activities that students requiring partial to full participation complete with self-satisfaction."

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FOOD REACTION TO A FRACTION

Joyce Siembieda

Rayen High School

Youngstown City School District

Secondary
LEVEL

THE PROGRAM

Food Reaction to a Fraction uses food to teach fractions – an excellent motivator for students to participate, understand, achieve, and retain the lessons. Students are taught identification, value, and calculation of fractions. They are taught to identify fractions by matching the numbers from recipes or the board to actual measuring cups or spoons. Familiarity in reading the numbers comes from working in groups to prepare food from recipes. Students are encouraged to read the amounts being measured and to check each other in accuracy.

Students learn the fractional value of things by dividing food into units. They soon learn to check the denominator to see how many pieces something is divided into, thus denoting its size. By adding the pieces of a pie cut into sixths, they achieve two sixths, three sixths, etc. Addition and subtraction of fractions is made clear through the manipulation of the pieces of food that have been divided. This understanding can then be applied to paper skills and measurement.

Multiplication and division of fractions are learned through students' favorite recipes. Some days students work in groups to prepare a recipe that has been doubled or tripled. Other days students become individual chefs using a recipe they have divided.

Problem-solving skills and decision-making skills are secondary benefits of this program. Part of the classroom is set aside for storage of ingredients students have brought in from home or purchased on a field trip. While shopping, students become aware of sales – especially half price ones. Students use calculators to figure sale and unit prices for the best buys. They read scales and compare the fractional amount to money (quarter, half dollar). Then they enter weights into their calculators – thus estimating the cost of a quarter or half pound.

One exciting classroom activity begins with students making a mini-pie crust. Students follow the method for making traditional crust, using the following amounts: 3/4 cup flour, 1/4 tsp. salt, 1/4 cup shortening, and 2 tbsp. water. Crust can be stored for later use. Another day students double a pumpkin pie filling recipe. The doubled recipe is prepared to fill the shells from the previous lab. Either students or the teacher can take the responsibility for baking the pies.

Before eating, students are given a denominator number to cut their pies into. They can explain the number of pieces and what fraction each is to the class. By putting pieces together they get larger fractions – 2/3, 3/4, 4/5, etc.

THE STUDENTS

Students learn life skills using fractions, shopping lessons, problem-solving skills, and responsibility. They are using their knowledge in making decisions. They are more motivated and much easier to teach.

Low-level students understand many of the concepts. Even those who have difficulty in calculating fractions feel successful enough to follow a recipe using fractions.

MATERIALS NEEDED

WRTA (public transportation), newspaper ads, food staples and ingredients, recipe books, dish towels and cloths, buckets and pans for dishwashing, measuring equipment and cooking supplies (many donated)

CREATIVE VALUE

Developer Siembieda observes, "This program's creative element comes from using down-to-earth activities that are home economics-type lessons to teach math concepts. Lab lessons are more exciting than paper-and-pencil activities. When students can see improper fractions changed to mixed numbers through pie slices or other food units, the lesson is more realistic to them. They can see what they are doing. The abstract becomes concrete.

"The reward system is worked into the lesson. Therefore, severe behavior students are more apt to get involved in the lesson and learn."

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"FOUR" SENSE SCIENCE

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Cleveland City School District

Secondary
LEVEL

THE PROGRAM

"Four" Sense Science is designed as an alternative to the standard environmental curriculum. Students learn about their environment through participation in activities involving the senses of hearing, touch, smell, and taste. Visually impaired students are paired with regular high school students for this program. Students learned to distinguish birds, mammals, and reptiles, by their sounds and/or the imprint of their tracks. Approaching learning this way prompted much more curiosity among the special education students and among members of the regular high school environmental science class. The curiosity prompted questions as to why certain animals had developed so differently from others. The answered questions led to awareness of their immediate environment around them.

On a field trip to a maple sugar woods, the students listened to the sap run in young maple trees (by using a stethoscope), tasted the sap from the trees, and smelled the sap turning to maple syrup as the water evaporated. The class also grew herbs and spices, and compared their tastes and smells. Concentration was on hands-on learning without the use of the sense of sight.

Classroom Activity

One part of this project is learning to identify the tracks of twenty-five native Ohio animals. On the first day of track identification, introduce all the tracks at once. Ask if anyone can identify one or two by experience, such as the track of a cat or a dog or a deer. The others take a little longer. Show the students how to make a plaster mold of a track of their choice. Let them take this mold home the same day. The next class brings out the plaster molds of the tracks and a gallon of latex. All the time the class is "making" tracks, and you should be answering questions as to why the skunk hind foot is so different from its front foot, how you can tell which bird feeds on the ground just by the shape of its foot, or why only the back foot of the beaver is webbed.

Assist students when they pour the latex to form a flexible permanent track which they can drop without fear of breaking. Now that each student has the tracks in his/her hands, learn even more as to why some animals have scales on their feet and some possess fur. The tracks take a few days to dry. During that time bring in the skulls and furs of various animals and discuss why some of the skulls have pure orange teeth, why some furs are virtually impossible for people to use as clothing, and why some are so high priced.

When the tracks are dry, assist the students in cutting them out. By the time the tracks are finished, every student can correctly identify all twenty-five tracks one hundred percent of the time.

THE STUDENTS

Students experience success with "Four" Sense Science. Hands-on learning comes readily to the visually impaired student and the regular student in a high school environmental class. The tracks were the most successful part of the program because students are able to take tracks home with them to share with their families and friends.

MATERIALS NEEDED

A Birdsong Tutor for Visually Handicapped by the Cornell Laboratory of Ornithology.

Audible Audubon by the National Audubon Society. Several gallons of liquid latex and a complete set of herbs and spices from the Carolina Biological Company. Also, plaster, paper cups, spoons, and cardboard.

CREATIVE VALUE

Developer Norris observes, "This program is geared to hands-on learning through touch, smell, taste, and hearing. It also pairs visually impaired students with regular environmental science students. The students learn together and pair-up during field trips. This program is easily adapted to any high school regular science class. It is interesting and sharpens a student's environmental awareness."

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MAINSTREAMED INTRAMURAL SPORTS

Worthington K. Bromley

Buchtel High School

Akron City School District

Secondary
LEVEL

THE PROGRAM

Mainstreamed Intramural Sports is a program designed to integrate regular education students into an intramural basketball team with students from the multihandicapped classrooms. These intramural games have teams composed of four players, two with handicaps and two without, which play against each other under special rules to insure the inclusion of all players in the action.

An example of this program is at Buchtel High School:

Every other day 6 volunteers from the fourth period study hall join seven volunteers from the multihandicapped classroom, and assemble in the new gym of the school. Two teams are formed, each comprising two students with handicaps and two without. The students who do not play initially are substituted into the game as it progresses; thus, every participant plays during every game. The game lasts approximately thirty minutes, and there is 5 minutes allowed at the end of the period for the students to relax, socialize, and have a glass of punch.

Special basketball rules are enforced during the game:

- before a person without handicaps can shoot a basket, he must receive a pass from a student with a handicap.
- no one can steal the ball from a player who has possession of it; passes can be intercepted though, and blocking is permitted.
- double-dribbling and traveling with the ball are not called as fouls; students are encouraged to dribble the ball, but are not penalized for lack of coordination with it.
- fouls are called for stealing a ball, out of bounds, an improper basket (see rule #1 above), and personal body fouls. The first foul for stealing a ball results in the ball being brought in from out of bounds; every foul thereafter by that player results in two goal shots by the victim of the steal.
- baskets which were made without receiving the ball from a person with a handicap are called no score, and the other team gets possession. A rebound may be taken without the pass rule negating the basket. A person with a handicap can shoot after receiving a pass from any player.

The teacher or a volunteer should act as referee during the game to insure enforcement of the rules. This helps to maintain a good pace to the game. Our students have responded very well to the special rules and can appreciate the benefits.

THE STUDENTS

This program builds teams among students. Students with severe handicaps are included as team members and can contribute in some way to the progress of the game.

MATERIALS NEEDED

Several basketballs, a referee's whistle, and two hoops, for two half-court games or one full court game. Most gyms have 6 backboards and negotiations can be made with the P.E. instructors to share. A very important resource is the volunteer students with no handicaps. The success of the program depends on their faithfulness and good will.

CREATIVE VALUE

Developer Bromley observes, "Mainstreaming is a growing trend in the field of special education. However, there is still a considerable barrier that keeps students with handicaps from getting the full benefit of proximity to the rest of the student body. At assemblies, in the cafeteria, and in hallways of a typical high school, students tend to form cliques; special education students are frequently seen to be islands in the stream, mingling mostly with each other. Opportunities for students with handicaps to study in a class with students taking the required high school curriculum are very limited because of the nature of the subject matter. However, a sports program can eliminate barriers. A sports program can be effective where an academic program cannot because the students regardless of handicap work together as a team. Currently around the state, there are few programs at the high school level which integrate athletes with handicaps into games with other athletes. This idea is an improvement on Special Olympics and presages a time when people with handicaps will be more fully integrated into our society."

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PREVOCATIONAL MECHANICS

Charles F. Confar

Sharon High School

Columbus City School District

Secondary
LEVEL

THE PROGRAM

Prevocational Mechanics is a program which offers special education students prevocational and work-oriented skills. This simple, but highly motivating auto-mechanics program has students ranging from eleven to fifteen years of age.

The program involves assigning one to four students between one and three separate tasks in which they work on a wooden coaster car. The job assignments require them to use typical hand tools such as sockets and ratchet, wrenches, and screwdrivers. The goal is to successfully disassemble/assemble various components and also to make adjustments to the car's handling ability. Some example tasks include wheel removal, steering alignment, seat adjustment, front and rear axle removal and installation, and vehicle safety inspection. Besides completing the assigned tasks, students become familiar with tool names and the correct terminology of mechanical fasteners like nuts, bolts, screws, and washers.

An example: A group of three students will be asked to work as a cooperative team. Each will help the others to understand both the physical task as well as the corresponding theoretical concept that relates to the mechanical work.

The task to be undertaken involves the total disassembling of the front axle and its steering system. First, the students need to understand the task being assigned and be able to identify the tools required for the job. Following this, work begins. Specific individual tasks to reach the objective include removing the steering column rope from the column and guide pulleys, and unbolting the large front axle assembly from beneath the chassis. Reassembly is a similar operation in the reverse order with the addition of loosening and retightening the "rope-tensioning" device. With the job complete, the service supervisor (teacher) inspects the work for any adjustments that must be made. As the school term progresses, additional and more-complex operations are involved. Students who have difficulty mastering the various tasks are assisted by those with more skill.

THE STUDENTS

The students have developed cooperative work skills. By doing work they perceive as being fun, they learn to pull together in an attempt to complete the task. A secondary purpose of this program is that it develops introductory mechanic skills in hopes of sparking a career awareness.

MATERIALS NEEDED

12' 2 x 4 pine stock, 10 sq ft. of 3/8" plywood, 10' 2 x 2 pine stock, 50 - 1/4" x 3" machine bolts, washers and nuts, 4-wheels, 2 - 5/8" dia. threaded rod, 4-washers and 4-self-locking nuts, 12 - 5/16" hook bolts, washers and nuts, 8' medium nylon line and 4 sm. pulleys. Socket set, wrenches, and screwdriver.

CREATIVE VALUE

Developer Confar observes, "This project provides the special- needs child with a hands-on, problem-solving activity that challenges his/her ability to think, make decisions, and work cooperatively in groups. This activity develops work and social skills young people will need to be successful in life and employment."

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TIGERS INC.

Phyllis R. Caruso & Irene F. Fillers

Rayen High School

Youngstown City School District

Secondary
LEVEL

THE PROGRAM

Tigers Inc. is a student-operated business run by DH students. Tigers Inc. sells various handcrafted items at local craft shows and to staff, parents, and the community in general.

While students are involved in this activity, they are developing their gross- and fine-motor skills. They are also learning many important worker traits, such as staying on task, finishing work started, cooperation with peers, and meeting a deadline.

The students market their finished products. In the process of doing this, they become more adept at communicating with the general population and dealing with the public in an appropriate manner.

Tigers Inc. funds pay for the cost of educational field trips for the students involved. The money covers not only admissions and transportation but also lunches and personal spending.

Tigers Inc. instills a sense of pride in our young people. They begin to see they can help themselves and others. Hopefully, this attitude encourages a new outlook about many things.

They begin to enjoy coming to school more because of their keen interest in running their business.

The students also gain a sense of "community" by working in a group. They begin to see how their actions affect others. For example, if one person does not do his job, an order does not get finished and everybody in the class loses out on a sale. This fosters responsibility.

The students also experience firsthand, how a democracy works. They discuss every aspect of the business from the buying of supplies to how to use their profits. Every decision requires a majority vote from the group.

Finally, they learn to do for others. Each student is expected to help the slower member of the class pick up the needed skills. They become "peer teachers" with each one contributing what expertise he has to the group.

Example of a Classroom Activity:

Tigers Inc. operates out of a classroom for 1 hour each day (occ. ed. class). It is set up in an assembly-line format. Each student is assigned a job appropriate to his capabilities.

Jobs are assigned to meet the students' individual capabilities and also to provide practice for skills that a particular person may lack. Often a "peer teacher" is assigned to oversee a group. This student helps those in his/her group to learn the skills needed for that particular job.

THE STUDENTS

The students make gains in gross- and fine-motor skills. The students practice good-worker traits that will be essential if they are to be assimilated into the workforce.

The students develop a new insight into the "work ethic" mentality. They also gain a sense of self-worth and pride in their accomplishments which in turn foster an incentive to become even more productive.

MATERIALS NEEDED

Resources used: Craft books and magazines; original ideas from staff, faculty, and parents.

Materials used: Various arts and crafts supplies. (During the 5-year existence of the programs, we have used a myriad of arts and crafts material and also scrap material and various household products.)

CREATIVE VALUE

Developer Caruso and Fillers observe, "Tigers Inc. grew out of a desire of the students to earn extra money to purchase Christmas gifts for their families.

"The first year that the LD-DH unit was in operation, we began to manufacture soft toys and dolls for sale, just as a Christmas project, then we decided to operate Tigers Inc. on a year long basis.

"Tigers Inc. has been the inspiration for many programs."

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